DOCUMENT RESUME

ED 278 452 JC 870 086

AUTHOR Spann, Milton G., Jr.; Thompson, Cynthia G.
TITLE The National Directory of Exemplary Programs in Developmental Education. Second Edition.
INSTITUTION Appalachian State Univ., Boone, NC. National Center for Developmental Education.
PUB DATE 86
NOTE 234p.
AVAILABLE FROM National Center for Developmental Education, College of Education, Appalachian State University, Boone, NC 28608 ($11.95).
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Community Colleges; *Developmental Programs; *Developmental Studies Programs; Directories; Educational Counseling; Educational Development; Educational Testing; National Surveys; Postsecondary Education; *Remedial Programs; Student Personnel Services; Two Year Colleges; Universities

ABSTRACT

Developmental programs which have reached a relatively mature level of operation and can serve as regional models and resources for each other and for emerging programs are identified in this national directory. Introductory material discusses the need for and purpose of the directory, the selection process used to identify outstanding programs, the information gathering process, the collection and review of documentation, the scope of the programs included, and reflections on developmental education. The bulk of the directory consists of the two sections accompanied by user's guides. The sections contain: (1) a listing by state of institutions with model programs, including a list of particular exemplary components (e.g., placement testing, diagnostic testing, tutoring, tutor training, developmental courses, developmental laboratories, study skills, counseling, advisement, counselor training, peer counseling, English as a Second Language, evaluation, faculty training, financial aid, computer-assisted instruction, and audio-visual services); and (2) a listing of the institutions by exemplary component. Additional sections provide institutional names and addresses; a list of state information coordinators; sample legislation by state; and general information on the National Center for Developmental Education. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

E. L. Bingham

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED278452

IC 870 086

The National Directory of Exemplary Programs in Developmental Education

Milton G. Spann, Jr., Ph. D.
Cynthia G. Thompson, Ed.S.

NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION
Appalachian State University
Boone, NC 28608

Second Edition

Copyright 1986 by the National Center for Developmental Education, Appalachian State University, Boone, North Carolina, 28608.

All rights reserved. Printed in the United States of America. No part of this material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrival systems, without written permission from the copyright owner.

TABLE OF CONTENTS

	Page
PREFACE	i
INTRODUCTION	iv
USER'S GUIDE FOR LISTING BY STATE	1
LISTING BY STATE	3
USER'S GUIDE FOR LISTING BY EXEMPLARY COMPONENT	28
LISTING BY EXEMPLARY COMPONENT	29
INSTITUTIONAL NAMES AND ADDRESSES	81
STATE INFORMATION COORDINATORS	96
SAMPLE LEGISLATION BY STATE	102
NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION GENERAL INFORMATION	126

The National Center For Developmental Education
At Appalachian State University

Is Pleased To Recognize
The Outstanding Contributions Of

H&H PUBLISHING COMPANY

To The Field Of Developmental Education
And To Acknowledge
Its Financial Support In The
Publication Of

The National Directory Of Exemplary Programs
In Developmental Education

PREFACE

Each year more than 2,000 requests for information arrive at the Center for Developmental Education. Among these are many requests regarding the location and configuration of exemplary developmental education programs, program components, and legislation affecting these activities at the state level. It has been our privilege to respond to this need with the NATIONAL DIRECTORY OF EXEMPLARY PROGRAMS IN DEVELOPMENTAL EDUCATION.

I believe you will find the directory not only to be a useful resource in identifying model efforts throughout the United States, but a catalyst for further discussion regarding a more sophisticated and comprehensive criteria for the selection of programs and program components deemed exemplary.

A project of this kind is never brought to completion without the hard work of many. Several of these individuals deserve special mention. Without the dedicated assistance of the state information coordinators, the project would have been far less comprehensive. These fine developmental educators, with the support of their respective institutions, communicated with every college and university in their respective states about this project, encouraging them to review the criteria and submit the necessary documentation to be considered for

inclusion in the directory. I am especially grateful to these busy colleagues for their help as well as their enthusiasm and belief in the value of this undertaking.

When a project is successfully completed, there is the one person you can point to and say, "Without her, we would never have made it." We have that person in Cynthia Thompson. Cindy served as project coordinator and in that capacity she was the hub of the communications and documentation review process. As an experienced developmental educator, she made numerous invaluable contributions to every phase of the project. Without Cindy, there would have been no directory. When Cindy trekked off to Harvard for doctoral study, Lisa Kendrick came aboard to tie up the loose ends and to oversee the actual production and printing of the directory. She has done a fine job, as you can see.

Many thanks to Mary Atwater for the excellent job she did in typing the manuscript and to Elaini Bingham, Assistant Director, for her assistance throughout the entire process. It has been a special privilege for me to work with each of these fine professionals whose contributions have made this directory possible.

Every enterprise demands resources and this one is no exception. Grants from Appalachian State's University Research Committee and H & H Publishing

Company of Clearwater, Florida undergirded the research and development required to bring this project from inception to publication. My gratitude to both for their belief in the value of the project and its potential for contribution to the field.

I am certainly pleased to be able to offer this resource to you with high expectations that you will find it of great practical value as you search for excellence. Best wishes and happy networking.

Milton G. Spann, Jr., Ph.D.
Professor and Director
National Center for Developmental Education

January 1986

Purpose

The primary purpose of this publication is to identify developmental programs which have reached a relatively mature level of operation, and can serve as regional models and resources to each other and to developing programs throughout the United States. The listing of these resources is intended to strengthen the national network of developmental educators, and enhance the potential for sharing program focus, organization, methods, materials and innovation as all developmental programs grow and change in their efforts to meet student needs.

Indirectly, the Directory provides a showcase acknowledging the expertise, dedication and professionalism of developmental educators. The extensive response to our request for qualified entries demonstrates the maturity of Developmental Education as a widespread and viable unit of academic credibility within the structure of post-secondary education.

Selection Process

Defining Exemplary Programs

The first task of this project was to identify criteria by which programs could be designated "exemplary." Note, the term "exemplary" suggests that a program is worthy of serving as an "example" or model in the profession. This is not to imply that these programs have gone beyond a minimal expectation and achieved some maximum standard of excellence or perfection. Rather, the Center for Developmental Education attempted to define elements which are generally accepted in the field to describe a planned, cohesive and accountable effort to influence student achievement. As a result, programs were asked to submit documentation addressing all of the following criteria:

1. A written statement of program philosophy or rationale.
2. A written statement of program goals and component objectives.
3. A written description of all program components.
4. An ongoing evaluation program accompanied by an annual report demonstrating significant impact on student learning and development.
5. A statement of commitment from the chief academic and/or student personnel officer.
6. The ability and willingness to respond to requests for information contained in items 1-5 above.

It is the feeling of the Center for Developmental Education that the documentation supplied through these criteria provides a tangible resource for sharing information among programs. Although this is not an attempt to define excellence in developmental education, it is, perhaps an appropriate step in an ongoing process leading toward the identification of acceptable standards of operation within the profession.

Information Gathering Process

State Information Coordinators

In most states a State Information Coordinator was appointed by the Center for Developmental Education. These individuals are recognized as key resource people who are astute in their awareness of the status of developmental education within their home states, and were instrumental in collecting documentation and surveying legislation. In addition, State Information Coordinators have agreed to continue to serve as resource people to whom inquiries can be directed regarding developmental education in their states. We would encourage the users of this directory to go beyond the information found here and tap the knowledge and expertise of the State Information Coordinators.

Collection and Review of Documentation

State Information Coordinators were asked to invite colleges and universities in their respective states to submit documentation identifying exemplary developmental programs as defined by the criteria set forth. (In the few states where a State Information Coordinator was not available, invitations were sent directly from the Center.) Programs which chose to participate in the project submitted documentation to the State Coordinator who performed an initial screening to evaluate whether or not all the criteria were addressed. After any necessary follow-up was completed, Coordinators forwarded all information collected to the Center for Developmental Education for further review.

This Directory can only claim to be as comprehensive as the information submitted. Bear in mind, the simple logistics of acquiring documentation are in no way fool proof. Invitations to participate were sent to all post-secondary institutions in each state; however, if the person responsible for the developmental program on a specific campus was unknown, the invitation was addressed to either the dean of academic affairs or the dean of student personnel services. It is not unlikely that many of these invitations were not forwarded to program directors or faculty who may have chosen to participate if they had been aware of the opportunity.

It is also the case that since developmental educators are notoriously "overextended" in their duties and responsibilities, it is reasonable to assume many chose not to participate simply because they did not have time to compile the documentation requested.

Documentation provided by each program was carefully evaluated at the Center for Developmental Education. Only those programs which submitted clear documentation addressing each of the criteria were selected to appear in the Directory. In many cases where adequate documentation was implied, but not actually submitted, follow-up letters were sent requesting specific information.

This review looked for statements of specific program and component objectives which are clearly reflected in each program's evaluation plan. The evaluation component was particularly critical. The programs listed have generally provided both qualitative and quantitative analysis of a variety of data which collectively demonstrates that the program is showing significant impact on student achievement. These evaluations are descriptive of student success within the context of the program itself as well as students' long-term success in the mainstream of academic life.

Many programs submitting documentation to the Center did not meet the criteria. In fact, just slightly more than fifty percent did. That is not to say those programs are necessarily deficient in their services, but rather, the evaluation of services was either limited in scope, or the evaluation program had not been implemented for a long enough period of time to generate sufficient data on student performance.

Scope of Programs Included

Not all programs cited are comprehensive developmental programs. Many schools provide a limited number of developmental components; however, where these specific components were able to meet the selection criteria they were included. Early in the project, some thought was given to highlighting particularly comprehensive programs. As more programs were submitted and evaluated, a large number fell into this category, speaking well for the all inclusive nature of developmental education on American campuses. The breadth of many of the programs should be evident from the components listed.

Reflections

Since this was not a systematic study of developmental programs, it would be difficult to defend broad, conclusive generalizations describing the current "state of the art" on college and university campuses. At the same time, it may be remiss to refrain from sharing a few impressions and observations.

After reading and reviewing all of the documentation submitted, it appears that developmental education as a profession has achieved a level of maturity which will allow it to make significant progress on the research front during the next decade. Contrary to the belief that developmental programs differ considerably from one institution to another, the similarities and consistencies among programs found in this study will lend themselves to both systematic and longitudinal examination. We should be able to reliably measure the impact we are having on student achievement as well as the more qualitative influence we bring to post-secondary education as a whole.

It is also clear that institutional support, both philosophical and tangible, recognizes the developmental program as an integral component within the college and university community. Granted, this sampling of programs is limited by the requirement to submit evidence of institutional support, but beyond the glowing endorsements of deans and presidents, the recognized status of developmental programs has clearly escalated in recent years. Of the more than 300 programs, there is evidence to indicate that the organizational norm is moving toward department or divisional status within the academic structure. These developmental education units integrate their services college-wide from a unified base rather than functioning as the once stereotypical orphans of English and mathematics departments.

Finally, the selection criteria dictated a high level of coherence between the planning stages and evaluation stages of the programs in this sample, but it was immensely refreshing to read the well-thought-out, multifaceted goals and objectives which drew close connections from philosophy to implementation to evaluation. If developmental education originated as a knee-jerk response to a desperate need, it has come full circle to represent one of the most systematically planned and best monitored enterprises in postsecondary education.

We are pleased to have participated in this project and value the communication and information provided by the State Information Coordinators and individuals responding to our request. We hope this Directory provides a useful reference for further communication, learning, program development and inquiry into our profession.

National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608

Milton G. Spann, Jr.
Project Director

Cynthia G. Thompson
Project Coordinator

USER'S GUIDE FOR
LISTING BY STATE

During the final review of the documentation submitted by the exemplary programs, nineteen components were found common among developmental programs nationwide. Contained in this section of the Directory, you will find a comprehensive listing of those component parts as they were submitted by each institution. However, listing of these parts does not mean that each of them should be construed exemplary. For a listing of exemplary components, see page 28. To facilitate the use of this section, we have listed below all nineteen components and any abbreviations used to represent them.

placement testing	
diagnostic testing	
tutoring	
tutor training	
developmental courses	- dev. courses
English	Eng.
Mathematics	Mth.
Reading	Rdg.
developmental laboratories	-dev. labs
English	Eng.
Mathematics	Mth.
Reading	Rdg.
study skills	
counseling	
academic	
personal	
career	
social	
advisement	
counselor training	
peer counseling	

English as a second language	-	ESL
learning disabled	-	LD
evaluations	-	eval.
faculty training		
financial aid	-	FA
international & exchange		
computer assisted instruction	-	CAI
audio-visual services	-	AV services

If you are attempting to locate all institutions containing a particular component, please see the section entitled "Listing by Component."

LISTING BY STATE

	Components
ALABAMA	
Alabama Agricultural & Mechanical University	Placement testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), CAI.
Auburn University at Montgomery	Placement testing, tutoring, dev. courses (Eng., Mth.), eval., CAI.
George Corley Wallace State Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, counselor training, ESL, LD, FA, CAI.
Jackson State University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, counselor training, ESL, LD, FA, CAI.
Lurleen B. Wallace State Junior College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., FA, CAI, A-V services.
Troy State University	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, Eval., FA, CAI, A-V services.
ALASKA	
Anchorage Community College	Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), counselor training, eval., faculty training, CAI.

	Components
ARIZONA	
Eastern Arizona College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), advisement, counselor training, ESL, eval., faculty training.
Pima Community College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social) advisement, ESL, LD, eval., faculty training, CAI.
Rio Salado Community College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (personal, career), advisement, ESL, eval., faculty training, CAI, A-V services.
ARKANSAS	
Garland County Community College	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career), eval., faculty training, financial aid.
CALIFORNIA	
California State University, Fullerton	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), ESL, eval., faculty training, A-V services.
California State University, Long Beach	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, ESL, eval., faculty training, CAI, A-V services.

	Components
San Diego State University	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., CAI.
Santa Barbara City College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), advisement, peer counseling, ESL, LD, eval., faculty training, financial aid, international & exchange, CAI.
University of California, Davis	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, eval., financial aid.
COLORADO	
Regis College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, LD, eval., faculty training, CAI, A-V services.
CONNECTICUT	
Greater Hartford Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Rdg.), counseling (academic, personal, career), ESL, eval., financial aid.
Mitchell College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic), LD, eval., A-V services.
University of Hartford	Placement testing, dev. courses (Eng., Mth., Rdg.), study skills, counseling (personal, career), advisement, CAI.

	Components
University of New Haven	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, LD, eval.
WASHINGTON, D.C.	
Howard University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), CAI, A-V services.
FLORIDA	
Santa Fe Community College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), eval., faculty training.
Tallahassee Community College	Placement testing, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career), study skills, CAI.
GEORGIA	
Albany State College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.
Armstrong State College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), faculty training, CAI.

	Components
Columbus College	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, advisement, LD, faculty training, CAI.
Georgia Southern College	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), eval., financial aid.
Georgia Southwestern College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), eval., faculty training.
Kennesaw College	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training.
Savannah State College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), eval.
University of Georgia	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), eval.
HAWAII	
Hawaii Pacific College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal), ESL, eval.

	Components
Kapiolani Community College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), eval., A-V services.
University of Hawaii, Manoa	Dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), eval., financial aid.
Winward Community College	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, LD, eval., financial aid.
IDAHO	
North Idaho College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid, CAI.
Ricks College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid, CAI.
ILLINOIS	
College of Lake County	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), eval., faculty training.
John Wood Community College	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, advisement.

	Components
National College of Education	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), ESL, eval., financial aid, CAI.
Prairie State College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), ESL.
Triton College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, advisement, ESL, LD, eval., CAI.
INDIANA	
Indiana Vocational Technical College, Indianapolis	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval.
Indiana Vocational Technical College, Terre Haute	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval., CAI.
Purdue University, Calumet	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, career), eval.
Purdue University, North Central	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., financial aid, CAI.

	Components
University of Evansville	Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., international & exchange.
IOWA	
Central College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal), eval.
Clinton Community College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., faculty training, CAI, A-V services.
Drake University	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), eval.
Hawkeye Technical Developmental Education Program	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), LD, eval, faculty training, financial aid.
Iowa Lakes Community College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, career), LD, eval.
Iowa Valley Community College District	Dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval.

	Components
KANSAS	
Benedictine College	Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.
Butler County Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.),study skills, counseling (career), eval.
KENTUCKY	
Asbury College	Placement testing, tutoring, dev. courses (Eng., Rdg.), dev. labs (Eng., Rdg.), study skills, eval.
Berea College	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Rdg.), study skills.
Brescia College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval., financial aid.
Cumberland College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Writing), counseling (academic, personal, career, social), study skills, advisement, eval., CAI.
Jefferson Community College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. lab (Writing), study skills, ESL, eval., faculty training, CAI.

	Components
Kentucky Wesleyan College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. lab (Writing), study skills, counseling (academic, personal, career, social), advisement, ESL, eval.
Lees College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), counselor training, eval., faculty training, CAI.
Murray State University	Placement testing, tutoring, tutor training, dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval.
Union College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., financial aid.
LOUISIANA	
Delgado Community College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, ESL, eval., faculty training.
Louisiana Tech University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., CAI.
Southeastern Louisiana University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., CAI.

	Components
Southern University, Junior Division	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Rdg.), study skills, counseling (academic, personal, career, social), eval., faculty training, CAI.
Southern University at New Orleans	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, financial aid.
The University of Southwestern Louisiana	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAE, A-V services.
MASSACHUSETTS	
Greenfield Community College	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, peer counseling, LD, eval., faculty training, financial aid.
Mount Wachusett Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, eval., CAI.
MICHIGAN	
Glen Oaks Community College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, ESL, eval., CAI, A-V services.

	Components
Grand Rapids Junior College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, eval., faculty training.
Western Michigan University	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, LD, eval., financial aid, international & exchange, CAI, A-V services.
MINNESOTA	
Minneapolis Community College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, ESL, LD, eval.
College of St. Thomas	Diagnostic testing, tutoring, dev. courses (Eng., Rdg.), dev. labs (Eng., Rdg.), counseling (academic), eval.
MISSISSIPPI	
Copiah - Lincoln Junior College, Natchez Campus	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), advisement, eval., faculty training.
Copiah - Lincoln Junior College, Wesson Campus	Placement testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), advisement, eval., faculty training.

	Components
Golden Triangle Vocational-Technical Center	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training.
Mississippi Valley State University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), eval.
MISSOURI	
Evangel College	Tutoring, study skills, eval.
Jefferson College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.
Northwest Missouri State University	Tutoring, dev. course (Eng.), dev. lab (Eng.), counseling (academic, personal, career, social), advisement, ESL, eval., faculty training.
University of Missouri - Columbia	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid.
University of Missouri - Kansas City	Dev. course (Rdg.), study skills, eva.
MONTANA	
Missoula Vocational Technical Center	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), peer counseling, eval.

	Components
NEBRASKA	
College of Saint Mary	Placement testing, tutoring, dev. labs (Eng., Mth.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training.
Northeast Technical Community College	Dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., CAI.
NEW HAMPSHIRE	
Keene State College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), counseling (academic), advisement, LD, eval., financial aid.
NEW JERSEY	
Bergen Community College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., CAI.
Bloomfield College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal), eval., faculty training.
Burlington County College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), eval., faculty training, A-V services.
Cumberland County College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (career), ESL, eval., international & exchange.

	Components
Glassboro State College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic), advisement, eval., CAI.
Gloucester County College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.
Mercer County Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal), advisement, ESL, eval., faculty training.
Saint Peter's College	Placement testing, tutoring tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), advisement, eval, CAI, A-V services.
NEW MEXICO	
Eastern New Mexico University	Placement testing, diagnostic testing, dev. courses (Eng., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.
Eastern New Mexico University - Roswell	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, eval.
University of New Mexico	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills counseling (academic, personal, career, social), advisement, eval.

	Components
NEW YORK	
Cazenovia College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., financial aid, CAI.
Cornell University	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal), advisement, eval.
Fredonia State University College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), eval., financial aid, CAI.
Genesee Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., faculty training.
Mohawk Valley Community College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), study skills, ESL, eval.
Niagara University	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.
Rochester Institute of Technology	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.),study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, international & exchange, CAI.

	Components
Rockland Community College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, eval., faculty training, financial aid, CAI.
Schenectady County Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, eval., faculty training.
SUNY Agricultural & Technical College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., A-V services.
NORTH CAROLINA	
Appalachian State University	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, LD, eval., faculty training, financial aid, CAI.
Gardner-Webb College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic), advisement, eval.
Guilford Technical Community College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training.

	Components
North Carolina A & T State University	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, eval., CAI.
Randolph Technical College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval.
Sampson Technical College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., faculty training, financial aid, CAI.
OHIO	
Cincinnati Technical College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.
Cuyahoga Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), eval.
Oberlin College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, peer counseling, eval., faculty training, financial aid.
Ohio University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., financial aid.

	Components
Terra Technical College	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, eval.
University of Dayton	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, eval., faculty training.
University of Toledo, University Community & Technical College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic personal, career, social), advisement, eval.
Wayne General & Technical College/The University of Akron	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, LD, eval., CAI.
PENNSYLVANIA	
Allentown College of St. Francis de Sales	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.
Harrisburg Area Community College	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, eval., faculty training, financial aid, CAI.

	Components
Keystone Junior College	Tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), eval., faculty training, CAI.
La Salle University	Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, eval., faculty training, financial aid.
Mansfield University	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), counselor training, eval.
Pennsylvania State University	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, social, personal), LD, eval., faculty training.
Pennsylvania State University, Schuylkill Campus	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, advisement, eval., CAI.
Point Park College	Tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career, social), eval.
Saint Vincent College	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), eval., financial aid.

	Components
Shippensburg University	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, peer counseling, eval., faculty training, financial aid.
Slippery Rock University	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, peer counseling, eval., faculty training, financial aid.
University of Pittsburgh	Placement testing, tutoring, dev. courses (Rdg., Mth.), dev. labs (Rdg., Mth.), study skills, counseling (academic, personal, career, social), advisement, eval.
Williamsport Area Community College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.
SOUTH CAROLINA	
Greenville Technical College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. lab (Eng.), study skills, counseling (academic, personal, career), advisement, ESL, eval, CAI, A-V services.
Horry-Georgetown Technical College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.

	Components
Piedmont Technical College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), advisement, eval., faculty training.
Trident Technical College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, career), advisement, LD, eval., faculty training, CAI, A-V services.
SOUTH DAKOTA	
Black Hills State College	Tutoring, dev. courses (Eng., Mth.), dev. labs (Eng., Mth.), study skills, counseling (academic, personal, career), advisement, eval., CAI.
Dakota Wesleyan University	Tutoring, dev. courses (Eng., Rdg.), study skills, eval.
Sinte Gleska College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.
TENNESSEE	
Chattanooga State Technical Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., CAI, A-V services.
University of Tennessee at Martin	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.

	Components
TEXAS	
Alvin Community College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid, CAI, A-V services.
Amarillo College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, CAI, A-V services.
Henderson County Junior College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., faculty training, CAI, A-V services.
Paris Junior College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, eval., faculty training, CAI, A-V services.
University of Texas, El Paso	Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, eval., faculty training, financial aid, CAI.

	Components
University of Texas, Austin (Learning Skills Center and Cognitive Learning Strategies Project)	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, eval., faculty training, CAI.
UTAH	
Salt Lake Skills Center	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, career), ESL, LD, eval.
VERMONT	
Community College of Vermont	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., faculty training, financial aid.
Vermont Technical Center	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Rdg.), counseling (academic, personal, career), advisement, eval., CAI.
VIRGINIA	
Richard Bland College of The College of William and Mary	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth), dev. labs (Eng., Mth.), study skills, counseling (academic), advisement, eval.
WASHINGTON	
Fort Steilacoom Community College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, LD, eval., faculty training.

	Components
Highline Community College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, LD, eval., faculty training.
Tacoma Community College	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, career), advisement, ESL, eval., financial aid.
WISCONSIN	
University of Wisconsin - Eau Claire	Tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, financial aid.
University of Wisconsin - La Crosse	Placement testing, diagnostic testing, tutoring, dev. courses (Mth., Rdg.), dev. lab (Rdg.), study skills, counseling (academic, personal, career), advisement, LD., eval., financial aid, CAI.
University of Wisconsin - Waukesha	Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., financial aid.
University of Wisconsin - Whitewater	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., CAI.

USER'S GUIDE FOR
LISTING BY EXEMPLARY COMPONENT

This section of the Directory shows each of the nineteen components separately, and those institutions which include that exemplary component in their program. The listing of institutions is alphabetically designed to facilitate use of this section. Below is a list of the components in the order that they appear with the page number where each can be found.

placement testing 29
diagnostic testing. 33
tutoring. 36
tutor training. 40
developmental courses. 42
developmental laboratories. . .47
study skills. 51
counseling 55
advisement. 59
counselor training. 62
peer counseling. 63
English as a second language. .64
learning disabled 66
evaluations. 68
faculty training. 73
financial aid. 75
international & exchange. . . .77
computer assisted instruction. 78
audio-visual services. 80

70

LISTING BY EXEMPLARY COMPONENT

PLACEMENT TESTING

Alabama Agricultural & Mechanical University

Albany State College

Allentown College of St. Francis de Sales

Alvin Community College

Amarillo College

Appalachian State University

Armstrong State College

Asbury College

Auburn University at Montgomery

Bergen Community College

Brescia College

Burlington County College

Butler County Community College

California State University, Long Beach

Cazenovia College

Chattanooga State Technical Community College

Cincinnati Technical College

Clinton Community College

College of Lake County

College of St. Mary

Community College of Vermont

Copiah - Lincoln Junior College/Natchez Campus

Copiah - Lincoln Junior College/Wesson Campus

Cumberland College

Cumberland County College

Cuyahoga Community College

Delgado Community College

Eastern Arizona College

Eastern New Mexico University

Eastern New Mexico University, Roswell

Fort Steilacoom Community College

Fredonia State University College

Gardner-Webb College

Garland County Community College

Genesee Community College

George Corley Wallace State Community College

Glassboro State College

Glen Oaks Community College

Gloucester County College

Golden Triangle Vocational Technical Center

Grand Rapids Junior College

Greater Hartford Community College

Greenfield Community College

Greenville Technical College

Guilford Technical Community College

Harrisburg Area Community College

Hawaii Pacific College

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Howard University

Jacksonville State University

Jefferson College

Jefferson Community College

John Wood Community College

Kapiolani Community College

Keene State College

Kentucky Wesleyan College

Lees College

Louisiana Technical University

Lurleen B. Wallace State Junior College

Mansfield University

Mercer County Community College

Minneapolis Community College

Mississippi Valley State University

Missoula Vocational Technical Center

Mitchell College

Mohawk Valley Community College

Mount Wachusett Community College

Murray State University

National College of Education

Niagara University

North Carolina A & T State University

Oberlin College

Ohio University

Paris Junior College

Pennsylvania State University

Piedmont Technical College

Pima Community College

Prairie State College

Purdue University, Calumet

Purdue University, North Central

Randolph Technical College

Regis College

Richard Bland College of
The College of William and Mary

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Saint Peter's College

Saint Vincent College

Salt Lake Skills Center

Sampson Technical College

Santa Barbara City College

Santa Fe Community College

Savannah State College

Schenectady County Community College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southeastern Louisiana University

Southern University, Junior Division

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Tallahassee Community College

Terra Technical College

Trident Technical College

Triton College

Troy State University

Union College

University of California at Davis

University of Dayton

University of Georgia

University of Hartford

University of New Haven

University of New Mexico

University of Pittsburgh

University of Southwestern Louisiana

University of Tennessee at Martin

University of Texas, Austin

University of Texas, El Paso

University of Toledo, University Community
and Technical College

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

University of Wisconsin - Whitewater

Wayne General and Technical College/
The University of Akron

Western Michigan University

Williamsport Area Community College

Windward Community College

DIAGNOSTIC TESTING

Alabama Agricultural & Mechanical University

Albany State College

Allentown College of St. Francis de Sales

Alvin Community College

Amarillo College

Anchorage Community College

Appalachian State University

Armstrong State College

Benedictine College

Bergen Community College

Bloomfield College

Brescia College

Burlington County College

Butler County Community College

California State University, Fullerton

Cazenovia College

Central College

Chattanooga State Technical Community College

College of St. Thomas

Columbus College

Copiah - Lincoln Junior College/Natchez Campus

Cumberland College

Cumberland County College

Drake University

Eastern Arizona College

Eastern New Mexico University, Roswell

Fort Steilacoom Community College

Gardner-Webb College

Genesee Community College

George Corley Wallace State Community College

Georgia Southern College

Georgia Southwestern College

Glassboro State College

Golden Triangle Vocational Technical Center

Greater Hartford Community College

Greenville Technical College

Guilford Technical Community College

Hawkeye Technical Developmental Education Program

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Howard University

Indiana Vocational Technical College

Indiana Vocational Technical College, Terre Haute

Iowa Lakes Community College

Jacksonville State University

Jefferson College

Jefferson Community College

Kapiolani Community College

Keene State College

Kentucky Wesleyan College

La Salle University

Lees College

Louisiana Tech University

Lurleen B. Wallace State Junior College

Mansfield University

Mercer County Community College

Minneapolis Community College

Mississippi Valley State University

Missoula Vocational Technical Center

Mitchell College

National College of Education

North Idaho College

Oberlin College

Ohio University

Paris Junior College

Piedmont Technical College

Pima Community College

Purdue University, Calumet

Purdue University, North Central

Regis College

Richard Bland College of The College of William and Mary

Ricks College

Rio Salado Community College

Rochester Institute of Technology

Sampson Technical College

San Diego State University

Santa Barbara City College

Savannah State College

Shippensburg University

Slippery Rock University

Southeastern Louisiana University

Southern University, Junior Division

Southern University of New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Trident Technical College

Triton College

Troy State University

University of Evansville

University of Tennessee at Martin

University of Texas, Austin

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Western Michigan University

TUTORING

Alabama Agricultural & Mechanical University

Albany State College

Allentown College of St. Francis de Sales

Alvin Community College

Amarillo College

Anchorage Community College

Appalachian State University

Armstrong State College

Asbury College

Auburn University at Montgomery

Benedictine College

Berea College

Black Hills State College

Bloomfield College

Brescia College

Burlington County College

Butler County Community College

California State University, Fullerton

California State University, Long Beach

Cazenovia College

Central College

Chattanooga State Technical Community College

Cincinnati Technical College

Clinton Community College

College of Lake County

College of St. Mary

College of St. Thomas

Community College of Vermont

Copiah - Lincoln Junior College/Natchez Campus

Cornell University

Cumberland College

Cuyahoga Community College

Dakota Wesleyan University

Delgado Community College

Eastern Arizona College

Eastern New Mexico University

Eastern New Mexico University, Roswell

Evangel College

Fort Steilacoom Community College

Fredonia State University College

Garland County Community College

Genesee Community College

George Corley Wallace State Community College

Georgia Southwestern College

Glassboro State College

Glen Oaks Community College

Gloucester County College

Grand Rapids Junior College

Greater Hartford Community College

Greenfield Community College

Harrisburg Area Community College

Hawaii Pacific College

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Howard University

Indiana Vocational Technical College, Terre Haute

Iowa Lakes Community College

Jacksonville State University

Jefferson College

John Wood Community College

Kapiolani Community College

Kennesaw College

Kentucky Wesleyan College

Keystone Junior College

La Salle University

Lees College

Louisiana Tech University

Lurleen B. Wallace State Junior College

Mansfield University

Mercer County Community College

Minneapolis Community College

Mississippi Valley State University

Mitchell College

Mount Wachusett Community College

Murray State University

National College of Education

Niagara University

North Carolina A & T State University

Northwest Missouri State University

Oberlin College

Ohio University

Paris Junior College

Pennsylvania State University

Pennsylvania State University, Schuylkill Campus

Piedmont Technical College

Pima Community College

Point Park College

Prairie State College

Purdue University, Calumet

Purdue University, North Central

Randolph Technical College

Regis College

Richard Bland College of
The College of William and Mary

Ricks College

Rochester Institute of Technology

Rockland Community College

Saint Peter's College

Saint Vincent College

Salt Lake Skills Center

Sampson Technical College

San Diego State University

Santa Barbara City College

Santa Fe Community College

Schenectady County Community College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southeastern Louisiana University

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Terra Technical College

Triton College

Troy State University

Union College

University of California at Davis

University of Dayton

University of Evansville

University of Georgia

University of Missouri - Columbia

University of New Haven

University of New Mexico

University of Pittsburgh

University of Southwestern Louisiana

University of Tennessee at Martin

University of Texas, Austin

University of Texas, El Paso

University of Toledo, University Community and Technical College

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Vermont Technical College

Wayne General and Technical College/ The University of Akron

Western Michigan University

Williamsport Area Community College

Windward Community College

TUTOR TRAINING

Amarillo College

Anchorage Community College

Appalachian State University

Benedictine College

California State University, Long Beach

College of Lake County

Eastern Arizona College

Fort Steilacoom Community College

Garland County Community College

Greenfield Community College

Harrisburg Area Community College

Highline Community College

Kapiolani Community College

Keystone Junior College

La Salle University

Lees College

Louisiana Tech University

Mansfield University

Minneapolis Community College

Murray State University

Niagara University

Pennsylvania State University

Pima Community College

Regis College

Saint Peter's College

Saint Vincent College

Sampson Technical College

Shippensburg University

Slippery Rock University

Southern University at New Orleans

Tacoma Community College

Terra Technical College

Troy State University

University of California at Davis

University of Dayton

University of Evansville

University of Southwestern Louisiana

University of Texas, Austin

University of Texas, El Paso

University of Wisconsin - Eau-Claire

University of Wisconsin - Waukesha

Western Michigan University

Windward Community College

DEVELOPMENTAL COURSES

Special Notes: 1 - English
2 - Mathematics
3 - Reading

Alabama Agricultural & Mechanical University (1, 2, 3)

Albany State College (1, 2, 3)

Allentown College of St. Francis de Sales (1, 2, 3)

Alvin Community College (1, 2, 3)

Amarillo College (1, 2, 3)

Anchorage Community College (1, 2, 3)

Appalachian State University (1, 2, 3)

Armstrong State College (1, 2, 3)

Asbury College (1, 3)

Auburn University at Montgomery (1, 2)

Benedictine College (1, 3)

Berea College (1, 2, 3)

Bergen Community College (1, 2, 3)

Black Hills State College (1, 2)

Bloomfield College (1, 2, 3)

Brescia College (1, 2, 3)

Burlington County College (1, 2, 3)

Butler County Community College (1, 2, 3)

California State University, Fullerton (1, 2, 3)

California State University, Long Beach (1, 2, 3)

Cazenovia College (1, 2, 3)

Central College (1, 2, 3)

Chattanooga State Technical Community College (1, 2, 3)

Cincinnati Technical College (1, 2, 3)

Clinton Community College (1, 2, 3)

College of Lake County (1, 2, 3)

College of St. Thomas (1, 3)

Columbus College (1, 2, 3)

Community College of Vermont (1, 2, 3)

Copiah - Lincoln Junior College/
Natchez Campus (1, 2, 3)

Cornell University (1, 2, 3)

Cumberland College (1, 2, 3)

Cumberland County College (1, 2, 3)

Cuyahoga Community College (1, 2, 3)

Dakota Wesleyan University (1, 3)

Delgado Community College (1, 2, 3)

Drake University (1, 2, 3)

Eastern Arizona College (1, 2, 3)

Eastern New Mexico University (1, 3)

Eastern New Mexico University, Roswell
(1, 2, 3)

Fort Steilacoom Community College (1, 2, 3)

Fredonia State University College (1, 2, 3)

Gardner-Webb College (1, 2, 3)

Garland County Community College (1, 2, 3)

Genesee Community College (1, 2, 3)

George Corley Wallace State Community
College (1, 2, 3)

Georgia Southern College (1, 2, 3)

Georgia Southwestern College (1, 2, 3)

Glassboro State College (1, 2, 3)

Glen Oaks Community College (1, 2, 3)

Gloucester County College (1, 2, 3)

Golden Triangle Vocational Technical Center
(1, 2, 3)

Grand Rapids Junior College (1, 2, 3)

Greater Hartford Community College (1, 3)

Greenfield Community College (1, 2, 3)

Greenville Technical College (1, 2, 3)

Guilford Technical Community College (1, 2, 3)

Harrisburg Area Community College (1, 2, 3)

Hawaii Pacific College (1, 2, 3)

Hawkeye Technical Developmental Education
Program (1, 2, 3)

Henderson County Junior College (1, 2, 3)

Highline Community College (1, 2, 3)

Horry - Georgetown Technical College (1, 2, 3)

Howard University (2, 3)

Indiana Vocational Technical College (1, 2, 3)

Indiana Vocational Technical College, Terre Haute (1, 2, 3)

Iowa Lakes Community College (1, 2, 3)

Iowa Valley Community College District (1, 2, 3)

Jacksonville State University (1, 2, 3)

Jefferson College (1, 2, 3)

Jefferson Community College (1, 2, 3)

John Wood Community College (1, 2, 3)

Kapiolani Community College (1, 2, 3)

Keene State College (1, 2, 3)

Kennesaw College (1, 2, 3)

Kentucky Wesleyan College (1, 2, 3)

Keystone Junior College (1, 2, 3)

La Salle University (1, 2, 3)

Lees College (1, 2, 3)

Lurleen B. Wallace State Junior College (1, 2, 3)

Mansfield University (1, 2, 3)

Mercer County Community College (1, 2, 3)

Minneapolis Community College (1, 2, 3)

Mississippi Valley State University (1, 2, 3)

Missoula Vocational Technical Center (1, 2, 3)

Mitchell College (1, 2, 3)

Mohawk Valley Community College (1, 2, 3)

Mount Wachusett Community College (1, 2, 3)

National College of Education (1, 2, 3)

Niagara University (1, 2, 3)

North Carolina A & T State University (1, 2, 3)

Northeast Technical Community College (1, 2, 3)

North Idaho College (1, 2, 3)

Northwest Missouri State University (1)

Oberlin College (1, 2, 3)

Ohio University (1, 2, 3)

Paris Junior College (1, 2, 3)

Pennsylvania State University (1, 2, 3)

Pennsylvania State University, Schuylkill Campus (1, 2, 3)

Piedmont Technical College (1, 2, 3)

Pima Community College (1, 2, 3)

Point Park College (1, 2, 3)

Prairie State College (1, 2, 3)

Purdue University, Calumet (1, 2, 3)

Purdue University, North Campus (1, 2, 3)

Randolph Technical College (1, 2, 3)

Regis College (1, 2, 3)

Richard Bland College of The College of William and Mary (1, 2)

Ricks College (1, 3)

Rio Salado Community College (1, 2, 3)

Rochester Institute of Technology (1, 2, 3)

Rockland Community College (1, 2, 3)

Saint Peter's College (1, 2, 3)

Saint Vincent College (1, 2, 3)

Salt Lake Skills Center (1, 2, 3)

Sampson Technical College (1, 2, 3)

San Diego State University (1, 3)

Santa Barbara City College (1, 2, 3)

Santa Fee Community College (1, 2, 3)

Savannah State College (1, 2, 3)

Schenectady County Community College (1, 2, 3)

Shippensburg University (1, 2, 3)

Sinte Gleska College (1, 2, 3)

Slippery Rock University (1, 2, 3)

Southeastern Louisiana University (1, 2, 3)

Southern University, Junior Division (1, 2, 3)

Southern University at New Orleans (1, 2, 3)

SUNY Agricultural and Technical College (1, 2, 3)

Tacoma Community College (1, 2, 3)

Tallahassee Community College (1, 2, 3)

Terra Technical College (1, 2, 3)

Trident Technical College (1, 2, 3)

Triton College (1, 2, 3)

Troy State University (1, 2, 3)

Union College (1, 2, 3)

University of California at Davis (1, 2, 3)

Jniversity of Dayton (1, 2, 3)

University of Evansville (1, 3)

University of Georgia (1, 2, 3)

University of Hartford (1, 2, 3)

University of Hawaii, Manoa (1, 2, 3)

University of Missouri, Columbia (1, 2, 3)

University of Missouri - Kansas City (3)

University of New Haven (1, 2, 3)

University of New Mexico (1, 2, 3)

University of Pittsburgh (2, 3)

University of Southwestern Louisiana (1, 2, 3)

University of Tennessee at Martin (1, 2, 3)

University of Texas, Austin (1, 2, 3)

University of Texas, El Paso (1, 2, 3)

University of Toledo, University Community and Technical College (1, 2, 3)

University of Wisconsin - Eau-Claire (1, 2, 3)

University of Wisconsin - La Crosse (2, 3)

University of Wisconsin - Waukesha (1, 2, 3)

University of Wisconsin - Whitewater (1, 2, 3)

Vermont Technical College (1, 2, 3)

Wayne General and Technical College/ The University of Akron (1, 2, 3)

Western Michigan University (1, 2, 3)

Williamsport Area Community College (1, 2, 3)

Windward Community College (1, 2, 3)

DEVELOPMENTAL LABS

Special Notes: 1 - English
2 - Mathematics
3 - Reading

Alabama Agricultural & Mechanical University (1, 2, 3)

Albany State College (1, 2, 3)

Alvin Community College (1, 2, 3)

Amarillo College (1, 2, 3)

Anchorage Community College (1, 2, 3)

Appalachian State University (1, 2, 3)

Asbury College (1, 3)

Benedictine College (1, 3)

Berea College (1, 3)

Bergen Community College (1, 2, 3)

Black Hills State College (1, 2)

Brescia College (1, 2, 3)

Burlington County College (1, 2, 3)

Butler County Community College (1, 2, 3)

California State University, Fullerton (1, 2, 3)

California State University, Long Beach (1, 2, 3)

Cazenovia College (1, 2, 3)

Central College (1, 2, 3)

Chattanooga State Technical Community College (1, 2, 3)

Cincinnati Technical College (1, 2, 3)

Clinton Community College (1, 2, 3)

College of St. Mary (1, 2)

College of St. Thomas (1, 3)

Columbus College (1, 2, 3)

Copiah - Lincoln Junior College/Natchez Campus (1, 2, 3)

Cornell University (1, 2, 3)

Cumberland College (1)

Cumberland County College (1, 2, 3)

Delgado Community College (1, 2, 3)

Drake University (1, 2, 3)

Eastern Arizona College (1, 2, 3)

Eastern New Mexico University (1, 3)

Eastern New Mexico University, Roswell (1, 2, 3)

Fort Steilacoom Community College (1, 2, 3)

Fredonia State University College (1, 2, 3)

Gardner-Webb College (1, 2, 3)

Genesee Community College (1, 2, 3)

Georgia Southwestern College (1, 2, 3)

Glassboro State College (1, 2, 3)

Glen Oaks Community College (1, 2, 3)

Gloucester County College (1, 2, 3)

Golden Triangle Vocational Technical Center (1, 2, 3)

Grand Rapids Junior College (1, 2, 3)

Greenfield Community College (1, 2, 3)

Greenville Technical College (1)

Guilford Technical Community College (1, 2, 3)

Harrisburg Area Community College (1, 2, 3)

Henderson County Junior College (1, 2, 3)

Highline Community College (1, 2, 3)

Horry - Georgetown Technical College (1, 2, 3)

Howard University (2, 3)

Indiana Vocational Technical College (1, 2, 3)

Indiana Vocational Technical College, Terre Haute (1, 2, 3)

Iowa Lakes Community College (1, 2, 3)

Jacksonville State University (1, 2, 3)

Jefferson College (1, 2, 3)

Jefferson Community College (1)

John Wood Community College (1, 2, 3)

Kapiolani Community College (1, 2, 3)

Kennesaw College (1, 2, 3)

Kentucky Wesleyan College (1)

Louisiana Tech University (1, 2, 3)

Lurleen B. Wallace State Junior College (1, 2, 3)

Mercer County Community College (1, 2, 3)

Minneapolis Community College (1, 2)

Mississippi Valley State University (1, 2, 3)

Missoula Vocational Technical Center (1, 2, 3)

Murray State University (1, 2, 3)

National College of Education (1, 2, 3)

Niagara University (1, 2, 3)

North Carolina A & T State University (1, 2, 3)

Northeast Technical Community College (1, 2, 3)

Northwest Missouri State University (1)

Oberlin College (1, 2, 3)

Ohio University (1, 2, 3)

Paris Junior College (1, 2, 3)

Pennsylvania State University (1, 2, 3)

Pennsylvania State University,
Schuylkill Campus (1, 2, 3)

Piedmont Technical College (1, 2, 3)

Pima Community College (1, 2, 3)

Prairie State College (1)

Regis College (1, 2, 3)

Richard Bland College of The College of
William and Mary (1, 2)

Ricks College (1, 3)

Rio Salado Community College (1, 2, 3)

Rochester Institute of Technology (1, 2, 3)

Rockland Community College (1, 2, 3)

Saint Peter's College (1, 2, 3)

Sampson Technical College (1, 2, 3)

Santa Barbara City College (1, 2, 3)

Santa Fe Community College (1, 2, 3)

Savannah State College (1, 2, 3)

Southeastern Louisiana University (1, 2, 3)

Southern University, Junior Division (1, 3)

Southern University at New Orleans (1, 2, 3)

SUNY Agricultural and Technical College (1, 2, 3)

Tacoma Community College (1, 2, 3)

Tallahassee Community College (1, 2, 3)

Terra Technical College (1, 2, 3)

Trident Technical College (1, 2, 3)

Troy State University (1, 2, 3)

University of Dayton (1, 2, 3)

University of Evansville (1, 3)

University of Georgia (1, 2, 3)

University of Missouri - Columbia (1, 2, 3)

University of New Haven (1, 2, 3)

University of New Mexico (1, 2, 3)

University of Pittsburgh (2, 3)

University of Southwestern Louisiana (1, 2, 3)

University of Tennessee at Martin (1, 2, 3)

University of Texas, Austin (1, 2, 3)

University of Texas, El Paso (1, 2, 3)

University of Toledo, University Community and Technical College (1, 2, 3)

University of Wisconsin - Eau-Claire (1, 2, 3)

University of Wisconsin - La Crosse (3)

University of Wisconsin - Waukesha (1, 2, 3)

University of Wisconsin - Whitewater (1, 2, 3)

Vermont Technical College (1, 3)

Wayne General and Technical College/The University of Akron (1, 2, 3)

Western Michigan University (1, 2, 3)

Williamsport Area Community College (1, 2, 3)

Windward Community College (1, 2, 3)

STUDY SKILLS

Alabama State College

Allentown College of St. Francis de Sales

Alvin Community College

Amarillo College

Appalachian State University

Armstrong State College

Asbury College

Benedictine College

Bergen Community College

Black Hills State College

Brescia College

Butler County Community College

California State University, Fullerton

California State University, Long Beach

Cazenovia College

Central College

Chattanooga State Technical Community College

Cincinnati Technical College

Clinton Community College

College of St. Mary

Columbus College

Community College of Vermont

Cumberland College

Dakota Wesleyan University

Delgado Community College

Drake University

Eastern New Mexico University

Eastern New Mexico University, Roswell

Evangel College

Fort Steilacoom Community College

Fredonia State University College

Genesee Community College

Glassboro State College

Glen Oaks Community College

Gloucester County College

Grand Rapids Junior College

Greenville Technical College

Guilford Technical Community College

Harrisburg Area Community College

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Howard University

Indiana Vocational Technical College

Indiana Vocational Technical College, Terre Haute

Iowa Lakes Community College

Jacksonville State University

Jefferson College

Jefferson Community College

John Wood Community College

Kapiolani Community College

Keystone Junior College

La Salle University

Lees College

Louisiana Tech University

Lurleen B. Wallace State Junior College

Mansfield University

Minneapolis Community College

Mississippi Valley State University

Missoula Vocational Technical Center

Mitchell College

Mohawk Valley Community College

Mount Wachusett Community College

Murray State University

National College of Education

North Carolina A & T State University

North Idaho College

Oberlin College

Ohio University

Paris Junior College

Piedmont Technical College

Pima Community College

Purdue University, North Central

Randolph Technical College

Regis College

Richard Bland College of The College of William and Mary

Ricks College

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Saint Vincent College

Sampson Technical College

San Diego State University

Santa Barbara City College

Schenectady County Community College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southern University, Junior Division

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Tallahassee Community College

Terra Technical College

Trident Technical College

Triton College

Troy State University

Union College

University of California at Davis

University of Dayton

University of Evansville

University of Hartford

University of Hawaii, Manoa

University of Missouri - Columbia

University of Missouri - Kansas City

University of New Haven

University of New Mexico

University of Pittsburgh

University of Southwestern Louisiana

University of Tennessee at Martin

University of Texas, Austin

University of Texas, El Paso

University of Toledo, University Community and Technical College

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

University of Wisconsin - Whitewater

Wayne General and Technical College
The University of Akron

Western Michigan University

Williamsport Area Community College

Special Notes: 1 - Academic
2 - Personal
3 - Career
4 - Social

Albany State College (1, 2, 3, 4)

Allentown College of St. Francis de Sales (1, 2, 3, 4)

Alvin Community College (1, 2, 3, 4)

Amarillo College (1, 2, 3, 4)

Anchorage Community College (1, 2)

Appalachian State University (1, 2, 3, 4)

Armstrong State College (1, 2, 3)

Benedictine College (1, 2, 3, 4)

Black Hills State College (1, 2, 3)

Bloomfield College (1, 2)

Brescia College (1, 2, 3, 4)

Burlington County College (1, 2, 3)

Butler Community College (3)

Cazenovia College (1, 2, 3, 4)

Central College (1, 2)

Chattanooga State Technical Community College (1, 2)

Cincinnati Technical College (1, 2, 3, 4)

Clinton Community College (1, 2, 3, 4)

College of St. Mary (1, 2, 3, 4)

College of St. Thomas (1)

Community College of Vermont (1, 2)

Copiah - Lincoln Junior College/Natchez Campus (1, 2, 3)

Copiah - Lincoln Junior College/Wesson Campus (1, 2, 3)

Cornell University (1, 2)

Cumberland College (1, 2, 3, 4)

Cumberland County College (3)

Delgado Community College (1, 2)

Drake University (1)

Eastern Arizona College (1, 2, 3)

Eastern New Mexico University (1, 2, 3, 4)

Eastern New Mexico University, Roswell (1, 2, 3, 4)

Fort Steilacoom Community College (1, 2, 3, 4)

Fredonia State University College (1, 2, 3, 4)

Gardner-Webb College (1)

Garland County Community College (1, 2, 3)

Genesee Community College (1, 2, 3, 4)

George Corley Wallace State Community College (1, 2, 3, 4)

Georgia Southwestern College (1, 2, 3, 4)

Glassboro State College (1)

Gloucester County College (1, 2, 3, 4)

Golden Triangle Vocational Technical Center (1, 2, 3, 4)

Grand Rapids Junior College (1, 2, 3, 4)

Greater Hartford Community College (1, 2, 3)

Greenfield Community College (1, 2, 3, 4)

Greenville Technical College (1, 2, 3)

Guilford Technical Community College (1, 2, 3, 4)

Harrisburg Area Community College (1, 2, 3, 4)

Hawaii Pacific College (1, 2)

Hawkeye Technical Developmental Education Program (1, 2, 3, 4)

Henderson County Junior College (1, 2)

Highline Community College (1, 2, 3, 4)

Horry - Georgetown Technical College (1, 2, 3, 4)

Howard University (1, 2)

Indiana Vocational Technical College (1, 2, 3, 4)

Indiana Vocational Technical College, Terre Haute (1, 2, 3, 4)

Iowa Lakes Community College (1, 3)

Iowa Valley Community College District (1, 2, 3, 4)

Jacksonville State University (1)

Jefferson College (1, 2, 3, 4)

Kapiolani Community College (1, 2)

Keene State College (1)

Kennesaw College (1, 2, 3)

Kentucky Wesleyan College (1, 2, 3, 4)

Keystone Junior College (1, 2)

La Salle University (1, 2, 3, 4)

Lees College (1, 2, 3, 4)

Louisiana Tech University (1, 2, 3)

Lurleen B. Wallace State Junior College (1, 2, 3, 4)

Mansfield University (1, 2, 3, 4)

Mercer County Community College (1, 2, 3, 4)

Mississippi Valley State University (1)

Missoula Vocational Technical Center (1, 2, 3, 4)

Mitchell College (1)

Mohawk Valley Community College (1, 2)

Mount Wachusett Community College (1, 2, 3, 4)

Murray State University (1, 2, 3, 4)

National College of Education (1)

Niagara University (1, 2, 3, 4)

North Carolina A & T State University (1)

Northeast Technical Community College (1, 2, 3, 4)

Northwest Missouri State University (1, 2, 3, 4)

Oberlin College (1, 2, 3, 4)

Ohio University (1, 2, 3, 4)

Paris Junior College (1, 2, 3, 4)

Pennsylvania State University (1, 2, 4)

Piedmont Technical College (1, 2, 3)

Pima Community College (1, 2, 3, 4)

Point Park College (1, 2, 3, 4)

Purdue University, Calumet (1, 3)

Purdue University, North Central (1, 2, 3, 4)

Randolph Technical College (1, 2)

Regis College (1, 2)

Richard Bland College of The College of William and Mary (1)

Rio Salado Community College (2,3)

Rochester Institute of Technology (1, 2, 3, 4)

Rockland Community College (1, 2, 3, 4)

Saint Vincent College (1, 2, 3)

Salt Lake Skills Center (1, 3)

Sampson Technical College (1, 2, 3, 4)

San Diego State University (1, 2)

Santa Barbara City College (1, 2, 3)

Savannah State College (1, 2, 3)

Shippensburg University (1, 2, 3, 4)

Sinte Gleska College (1, 2, 3, 4)

Slippery Rock University (1, 2, 3, 4)

Southeastern Louisiana University (1, 2, 3, 4)

Southern University, Junior Division (1, 2, 3, 4)

Southern University of New Orleans (1, 2, 3, 4)

SUNY Agricultural and Technical College (1, 2, 3, 4)

Tacoma Community College (1, 2, 3, 4)

Tallahassee Community College (1, 2, 3)

Terra Technical College (1)

Trident Technical College (1, 3)

Triton College (1, 2, 3, 4)

Troy State University (1, 2, 3, 4)

Union College (1, 2, 3, 4)

University of California at Davis (1, 2, 3, 4)

University of Dayton (1, 2, 3, 4)

University of Evansville (1, 2, 3)

University of Georgia (1, 2, 3, 4)

University of Hartford (1, 2)

University of Hawaii, Manoa (1, 2, 3, 4)

University of New Haven (1, 2)

University of New Mexico (1, 2, 3, 4)

University of Pittsburgh (1, 2, 3, 4)

University of Southwestern Louisiana (1, 2, 3, 4)

University of Tennessee at Martin (1, 2, 3, 4)

University of Texas, Austin (1, 2, 3, 4)

University of Texas, El Paso (1, 2, 3, 4)

University of Toledo, University Community and Technical College (1, 2, 3, 4)

University of Wisconsin - Eau-Claire (1, 2, 3, 4)

University of Wisconsin - La Crosse (1, 2, 3)

University of Wisconsin - Waukesha (1, 2, 3, 4)

Vermont Technical College (1, 2, 3)

Western Michigan University (1, 2, 3, 4)

Williamsport Area Community College (1, 2, 3, 4)

Windward Community College (1, 2, 3, 4)

ADVISEMENT

Albany State College

Allentown College of St. Francis de Sales

Alvin Community College

Amarillo College

Appalachian State University

Benedictine College

Black Hills State College

Cazenovia College

Chattanooga State Technical Community College

Cincinnati Technical College

Clinton Community College

College of St. Mary

Columbus College

Community College of Vermont

Copiah-Lincoln Junior College/Natchez Campus

Copiah-Lincoln Junior College/Wesson Campus

Cornell University

Cumberland College

Cumberland County College

Delgado Community College

Eastern Arizona College

Eastern New Mexico University

Eastern New Mexico University, Roswell

Gardner-Webb College

Genesee Community College

George Corley Wallace Community College

Glassboro State College

Gloucester County College

Golden Triangle Vocational Technical Center

Grand Rapids Junior College

Greenfield Community College

Greenville Technical College

Guilford Technical Community College

Harrisburg Area Community College

Henderson County Junior College

Horry - Georgetown Technical College

Indiana Vocational Technical College

Jacksonville State University

Jefferson College

John Wood Community College

Keene State College

Kennesaw College

Kentucky Wesleyan College

Louisiana Tech University

Lurleen B. Wallace State Junior College

Mercer County Community College

Minneapolis Community College

Niagara University

North Carolina A & T State University

Northeast Technical Community College

Northwest Missouri State University

Oberlin College

Ohio University

Paris Junior College

Pennsylvania State University, Schuylkill Campus

Piedmont Technical College

Pima Community College

Purdue University, North Central

Randolph Technical College

Regis College

Richard Bland College of The College of William and Mary

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Saint Peter's College

Saint Vincent College

Salt Lake Skills Center

Sampson Technical College

San Diego State University

Santa Barbara City College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southeastern Louisiana University

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Terra Technical College

Trident Technical College

Triton College

Troy State University

Union College

University of California at Davis

University of Dayton

University of Evansville

University of Hartford

University of New Haven

University of New Mexico

University of Pittsburgh

University of Southwestern Louisiana

University of Tennessee at Martin

University of Texas, Austin

University of Texas, El Paso

University of Toledo, University Community and Technical College

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Vermont Technical College

Western Michigan University

Williamsport Area Community College

Windward Community College

COUNSELOR TRAINING

Anchorage Community College

Appalachian State University

Eastern Arizona College

Jacksonville State University

Lees College

Mansfield University

Oberlin College

Shippensburg University

Slippery Rock University

PEER COUNSELING

Eastern Arizona College

Eastern New Mexico University, Roswell

Grand Rapids Junior College

Greenfield Community College

Missoula Vocational Technical Center

Oberlin College

Santa Barbara City College

Shippensburg University

Slippery Rock University

University of California at Davis

University of Dayton

University of Texas, Austin

University of Texas, El Paso

Western Michigan University

ESL

Amarillo College

California State University, Fullerton

California State University, Long Beach

Cumberland County College

Delgado Community College

Eastern Arizona College

Eastern New Mexico University, Roswell

Fort Steilacoom Community College

Glen Oaks Community College

Greater Hartford Community College

Greenville Technical College

Harrisburg Area Community College

Hawaii Pacific College

Highline Community College

Indiana Vocational Technical College

Jacksonville State University

Jefferson Community College

Kentucky Wesleyan College

La Salle University

Mercer County Community College

Minneapolis Community College

Mohawk Valley Community College

National College of Education

Northwest Missouri State University

Paris Junior College

Pima Community College

Prairie State College

Purdue University, North Central

Rio Salado Community College

Rochester Institute of Technology

Salt Lake Skills Center

Santa Barbara City College

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Triton College

Troy State University

University of Texas, Austin

University of Texas, El Paso

University of Wisconsin - Eau-Claire

University of Wisconsin - Waukesha

Western Michigan University

LEARNING DISABLED

Amarillo College

Appalachian State University

Brescia College

Clinton Community College

Columbus College

Fort Steilacoom Community College

Genesee Community College

George Corley Wallace State Community College

Greenfield Community College

Hawkeye Technical Developmental Education Program

Highline Community College

Indiana Vocational Technical College

Indiana Vocational Technical College, Terre Haute

Iowa Lakes Community College

Iowa Valley Community College District

Keene State College

Mitchell College

Mount Wachusetts Community College

Murray State University

Northeast Technical Community College

Ohio University

Pennsylvania State University

Pima Community College

Prairie State College

Purdue University, North Central

Regis College

Rochester Institute of Technology

Rockland Community College

Salt Lake Skills Center

Sampson Technical College

Santa Barbara City College

Southern University at New Orleans

SUNY Agricultural and Technical College

Trident Technical College

Triton College

Troy State University

University of New Haven

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Wayne General and Technical College/The
University of Akron

Western Michigan University

Windward Community College

EVALUATION

Alabama Agricultural & Mechanical University
Albany State College
Allentown College of St. Francis de Sales
Alvin Community College
Amarillo College
Anchorage Community College
Appalachian State University
Armstrong State College
Asbury College
Auburn University at Montgomery
Benedictine College
Berea College
Bergen Community College
Black Hills State College
Bloomfield College
Brescia College
Burlington County College
Butler County Community College
California State University, Fullerton
California State University, Long Beach
Cazenovia College
Central College
Chattanooga State Technical Community College
Cincinnati Technical College
Clinton Community College
College of Lake County
College of St. Mary
College of St. Thomas
Columbus College
Community College of Vermont
Copiah - Lincoln Junior College/Natchez Campus
Copiah - Lincoln Junior College/Wesson Campus
Cornell University
Cumberland College
Cumberland County College
Cuyahoga Community College

Dakota Wesleyan University

Delgado Community College

Drake University

Eastern Arizona College

Eastern New Mexico University

Eastern New Mexico University, Roswell

Evangel College

Fort Steilacoom Community College

Fredonia State University College

Gardner-Webb College

Garland County Community College

Genesee Community College

George Corley Wallace State Community College

Georgia Southern College

Georgia Southwestern College

Glassboro State College

Glen Oaks Community College

Gloucester County College

Golden Triangle Vocational Technical Center

Grand Rapids Junior College

Greater Hartford Community College

Greenfield Community College

Greenville Technical College

Guilford Technical Community College

Harrisburg Area Community College

Hawaii Pacific College

Hawkeye Technical Developmental Education Program

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Howard University

Indiana Vocational Technical College

Indiana Vocational Technical College, Terre Haute

Iowa Lakes Community College

Iowa Valley Community College District

Jacksonville State University

Jefferson College

Jefferson Community College

John Wood Community College

Kapiolani Community College

Keene State College

Kennesaw College

Kentucky Wesleyan College

Keystone Junior College

La Salle University

Lees College

Louisiana Tech University

Lurleen B. Wallace State Junior College

Mansfield University

Mercer County Community College

Minneapolis Community College

Mississippi Valley State University

Missoula Vocational Technical Center

Mitchell College

Mohawk Valley Community College

Mount Wachusett Community College

Murray State University

National College of Education

Niagara University

North Carolina A & T State University

Northeast Technical Community College

North Idaho College

Northwest Missouri State University

Oberlin College

Ohio University

Paris Junior College

Pennsylvania State University

Pennsylvania State University, Schuylkill Campus

Piedmont Technical College

Pima Community College

Point Park College

Prairie State College

Purdue University, Calumet

Purdue University, North Central

Randolph Technical College

Regis College

Richard Bland College of The College of William and Mary

Ricks College

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Saint Peter's College

Saint Vincent College

Salt Lake Skills Center

Sampson Technical College

San Diego State University

Santa Barbara City College

Santa Fe Community College

Savannah State College

Schenectady County Community College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southeastern Louisiana University

Southern University, Junior Division

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Tallahassee Community College

Terra Technical College

Trident Technical College

Triton College

Troy State University

Union College

University of California at Davis

University of Dayton

University of Evansville

University of Georgia

University of Hartford

University of Hawaii, Manoa

University of Missouri - Columbia

University of Missouri - Kansas City

University of New Haven

University of New Mexico

University of Pittsburgh

University of Southern Louisiana

University of Tennessee at Martin

University of Texas, Austin

University of Texas, El Paso

University of Toledo, University Community
and Technical College

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

University of Wisconsin - Whitewater

Vermont Technical College

Wayne General and Technical College/
The University of Akron

Western Michigan University

Williamsport Area Community College

Windward Community College

FACULTY TRAINING

Albany State College

Allentown College of St. Francis de Sales

Alvin Community College

Amarillo College

Anchorage Community College

Appalachian State University

Armstrong State College

Bloomfield College

Burlington County College

California State University, Fullerton

California State University, Long Beach

Clinton Community College

College of Lake County

College of St. Mary

Columbus College

Community College of Vermont

Copiah - Lincoln Junior College/Natchez Campus

Copiah - Lincoln Junior College/Wesson Campus

Delgado Community College

Eastern Arizona College

Fort Steilacoom Community College

Garland County Community College

Genesee Community College

Georgia Southwestern College

Gloucester County College

Golden Triangle Vocational Technical Center

Grand Rapids Junior College

Greenfield Community College

Guilford Technical Community College

Harrisburg Area Community College

Hawkeye Technical Developmental Education Program

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Indiana Vocational Technical College

Jefferson College

Jefferson Community College

Kennesaw College

Keystone Junior College

La Salle University

Lees College

Louisiana Tech University

Mercer County Community College

Niagara University

Northwest Missouri State University

Oberlin College

Paris Junior College

Pennsylvania State University

Piedmont Technical College

Pima Community College

Regis College

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Sampson Technical College

Santa Barbara City College

Santa Fe Community College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southern University, Junior Division

Southern University at New Orleans

Trident Technical College

University of Dayton

University of Southwestern Louisiana

University of Texas, Austin

University of Texas, El Paso

University of Wisconsin - Eau-Claire

FINANCIAL AID

Albany State College

Allentown College of St. Francis de Sales

Alvin Community College

Appalachian State University

Brescia College

Cazenovia College

Community College of Vermont

Fredonia State University College

Garland County Community College

George Corley Wallace State Community College

Georgia Southern College

Greater Hartford Community College

Greenfield Community College

Harrisburg Area Community College

Hawkeye Technical Developmental Education Program

Horry-Georgetown Technical College

Jacksonville State University

Keene State College

La Salle University

Lurleen B. Wallace State Junior College

Mercer County Community College

National College of Education

Oberlin College

Ohio University

Purdue University, North Central

Regis College

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Sampson Technical College

Santa Barbara City College

Shippensburg University

Sinte Gleska College

Slippery Rock University

Southern University at New Orleans

Tacoma Community College

Troy State University

Union College

University of California at Davis

University of Hawaii, Manoa

University of Missouri - Columbia

University of Texas, El Paso

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Western Michigan University

Windward Community College

California State University, Fullerton

Cumberland County College

Rochester Institute of Technology

Santa Barbara City College

University of Evansville

Western Michigan University

Alabama Agricultural & Mechanical University

Alvin Community College

Amarillo College

Anchorage Community College

Appalachian State University

Auburn University at Montgomery

Bergen Community College

Black Hills State College

California State University, Fullerton

California State University, Long Beach

Cazenovia College

Chattanooga State Technical Community College

Clinton Community College

Cumberland College

Fredonia State University College

George Corley Wallace State Community College

Glassboro State College

Glen Oaks Community College

Gloucester County College

Greenville Technical College

Harrisburg Area Community College

Henderson County Junior College

Howard University

Indiana Vocational Technical College, Terre Haute

Jacksonville State University

Jefferson College

Jefferson Community College

Keystone Junior College

Lees College

Lurleen B. Wallace State Junior College

Mount Wachusett Community College

National College of Education

Niagara University

North Carolina A & T State University

Northeast Technical Community College

North Idaho College

Paris Junior College

Pennsylvania State University, Schuylkill Campus

Pima Community College

Purdue University, North Central

Regis College

Ricks College

Rio Salado Community College

Rochester Institute of Technology

Rockland Community College

Saint Peter's College

Sampson Technical College

San Diego State University

Santa Barbara City College

Southeastern Louisiana University

Southern University, Junior Division

Tallahassee Community College

Trident Technical College

Triton College

Troy State University

University of New Haven

University of Southwestern Louisiana

University of Texas, Austin

University of Texas, El Paso

University of Wisconsin - La Crosse

University of Wisconsin - Whitewater

Vermont Technical College

Wayne General and Technical College/The University of Akron

Western Michigan University

A V SERVICES

Alvin Community College

Amarillo College

Burlington County College

California State University, Fullerton

California State University, Long Beach

Chattanooga State Technical Community College

Clinton Community College

Glen Oaks Community College

Gloucester County College

Greenville Technical College

Henderson County Junior College

Howard University

Jefferson College

Kapiolani Community College

Lurleen B. Wallace State Junior College

Mitchell College

Niagara University

Paris Junior College

Regis College

Saint Peter's College

SUNY Agricultural and Technical College

Trident Technical College

Troy State University

University of Southwestern Louisiana

Western Michigan University

ALPHABETICAL LISTING BY INSTITUTION

Alabama Agricultural & Mechanical University
Dr. Fran Johnson, NCC
Lower Division
Normal, Alabama 35762
(205) 859-7011

Albany State College
Rosa Tift
Chairperson, Developmental Studies
Albany Georgia 31705
(912) 439-4095

Allentown College of St. Francis de Sales
Margaret Bilheimer
Director, Learning Center
Center Valley, Pennsylvania 18034
(215) 282-1100

Alvin Community College
Jo Bennett
Associate Dean of Students &
Instructional Services
Developmental Program
3110 Mustang Road
Alvin, Texas 77511
(713) 331-6111

Amarillo College
Dr. Kay Henard
Access Division Chairman
Post Office Box 447
Amarillo, Texas 79178
(806) 376-5111

Anchorage Community College
Joan M. Haig
Director, Developmental Studies/Learning
Resources Division
2533 Providence Avenue
Anchorage, Alaska 99508-4670
(907) 263-1200

Appalachian State University
Nancy Spann
Director, Learning Assistance Program
Boone, North Carolina 28608
(704) 262-2000

Armstrong State College
Dr. Evelyn B. Dandy
Head, Department of Developmental Studies
11935 Abercorn Street
Savannah, Georgia 31406-7197
(912) 927-5211

Asbury College
Beth Gardner
Director, English Communications Lab
Wilmore, Kentucky 40390
(606) 858-3511

Auburn University at Montgomery
Robbie Jean Walker
Director, Learning Center
Montgomery, Alabama 36193
(205) 279-9110

Benedictine College
John R. Wolfe
Director, Center for General Studies
Atchisen, Kansas 66002
(913) 367-6110

Berea College
Robert M. Coughlin & Barbara Wade
Directors of Reading & Writing Center
Berea, Kentucky 40404
(606) 986-9341

Bergen Community College
Mr. Thomas Della Torre
Dean of Humanities
400 Paramus Road
Paramus, New Jersey 07652
(201) 447-1500

Black Hills State College
Betty Andersen
Developmental Program
Spearfish, South Dakota 57783
(605) 642-6111

Bloomfield College
William A. Sadler
Head, Division of Interdisciplinary Studies
Director of Freshman Core Program
Bloomfield, New Jersey 07003
(201) 748-9000

Brescia College
Dr. Ellen Dugan-Barrette
Director of Special Services
120 West Seventh Street
Owensboro, Kentucky 42301
(502) 685-3131

Burlington County College
Dr. Rosemary Miller
Chairperson, Division of Liberal Arts
Pemberton-Browns Mills Road
Pemberton, New Jersey 08068
(609) 894-9311

Butler County Community College
Mary Jo Grant
Coordinator, Center for Independent Study
Project Success
El Dorado, Kansas 67042
(316) 321-5083

California State University, Fullerton
Ina Katz
Coordinator, Learning Assistance Resource Center
Fullerton, California 92634
(714) 773-2011

California State University, Long Beach
Frank L. Christ
Learning Assistance Center Coordinator
Long Beach, California 90840
(213) 498-4121

Cazenovia College
Margaret A. Pinet
Director, Learning Center
Cazenovia, New York 13035
(315) 655-3466

Central College
Mildred Steele
Guided Studies Program
Pella, Iowa 50219
(515) 628-4151

Chattanooga State Technical Community College
Dr. Herbert L. Hooper
Assistant Dean
4501 Amnicola Highway
Chattanooga, Tennessee 37406
(615) 622-6262

Cincinnati Technical College
James Marcotte
Director, Developmental Education
3520 Central Parkway
Cincinnati, Ohio 45223
(513) 559-1520

Clinton Community College
Marilyn Lyons
Chairperson, Developmental Studies
1000 Lincoln Boulevard
Clinton, Iowa 52732
(319) 242-6841

College of Lake County
Carol Bulakowski
Director, Learning Assistance Center
19351 West Washington Street
Grayslake, Illinois 60030
(312) 223-6601

College of Saint Mary
Sherry M. Reid
Director, Skills Development Center
1901 South 72 Street
Omaha, Nebraska 68124
(402) 393-8800

College of St. Thomas
Dr. Joyce Pederson
Director, Reading and Study Skills Center/
Academic Development Program
2115 Summit Avenue
St. Paul, Minnesota 55105
(612) 647-5000

Columbus College
Thomas P. Loughman
Assistant Professor of English Education
Developmental Studies Department
Columbus, Georgia 31993-2399
(404) 568-2011

Community College of Vermont
Roger C. Cranse
Director, Special Services Program
118 Main Street
Monpelier, Vermont 05602
(802) 229-9490

Copiah - Lincoln Junior College, Natchez Campus
James Baber
Director, Special Services/LEAP Program
Natchez Campus
Natchez, Mississippi 39120
(601) 442-9111

Copiah - Lincoln Junior College, Wesson Campus
Dr. Corinne W. Anderson
Coordinator, Developmental Studies/LEAP Program
Wesson, Mississippi 39191
(601) 643-5101

Cornell University
Dr. William Collins
Director, Learning Skills Center
375 Olin Hall
Ithaca, New York 14853
(607) 256-1000

Cumberland College
John and Shirley Nelson
Director, Developmental Studies
Williamsburg, Kentucky 40769
(606) 549-2200

Cumberland County College
Shirley Kewish
Coordinator, Basic Studies
Post Office Box 517
Vineland, New Jersey 08360-0517
(609) 691-8600

Cuyahoga Community College
Dr. Carolyn Leitman
Director, Developmental Education
Eastern Campus
4250 Richmond Road
Warrensville Township, Ohio 44122
(216) 241-5966

Dakota Wesleyan University
Gloria Smith
Assistant Professor/English & German
Developmental Skills Program
1200 West University Avenue
Mitchell, South Dakota 57301
(605) 996-6511

Delgado Community College
Elloyse M. Garthwaite
Chairman
Deborah G. Dun
Facilitator
AVT Center, Developmental Studies Division
501 City Park Avenue
New Orleans, Louisiana 70119-4399
(504) 483-4114

Drake University
Stephen C. Schodde
Director, Student Development Services
DesMoines, Iowa 50311
(515) 271-2011

Eastern Arizona College
Hal Herbert
Developmental Education Specialist
626 Church Street
Thatcher, Arizona 85552
(602) 428-1133

Eastern New Mexico University
Dick Walsh
Associate Vice President of Student Affairs
Portales, New Mexico 88130
(505) 562-2121

Eastern New Mexico University, Roswell
Antonio Macias
University Skills, Adult Basic Education
Roswell, New Mexico 88201
(505) 347-5441

Evangel College
Ellie Syler
Coordinator, Learning Skills Center
1111 North Glenstone
Springfield, Missouri 65802
(417) 865-2811

Fort Steilacoom Community College
Dr. Ellen R. Smith
Vocational/Basic Skills Coordinator
9401 Far West Drive, S. W.
Tacoma, Washington 98498
(206) 964-6500

Fredonia State University College
Dr. Minda Rae Amiran
Dean for Special Programs & General Studies
Fredonia, New York 14063
(716) 673-3111

Gardner-Webb College
Dr. John R. Drayer
Vice President for Academic Affairs
Boiling Springs, North Carolina 28017
(704) 434-2361

Garland County Community College
Charlotte Hobgood
Director, Special Services
Mid America Park
Hot Springs, Arizona 71901
(501) 767-9371

Genesee Community College
Carl M. Wahlstrom
Intermediate Studies Program
College Road
Batavia, New York 14020
(716) 343-0055

George Corley Wallace State Community College
Efell Williams
Director, Academic Assistance Program
Selma, Alabama 36701
(205) 875-2634

Georgia Southern College
Harry S. Carter
Vice President for Academic Affairs
Lundrum Box 8022
Statesboro, Georgia 30460-8022
(912) 681-5600

Georgia Southwestern College
Ondee Raven
Department of Developmental Studies
Americus, Georgia 31709
(912) 928-1279

Glassboro State College
Dr. S. Claude Damico
Director, Developmental Education Program
Glassboro, New Jersey 08028
(609) 445-5000

Glen Oaks Community College
Dennis McCarthy
Dean of Community Services
62249 Shimmel Road
Centerville, Michigan 49032-9719
(616) 467-9945

Gloucester County College
Charles Harkins
Sewell, New Jersey 08080
(609) 468-5000

Golden Triangle Vocational-Technical Center
Deborah B. Pullen
Vocational Individualized Developmental System
Post Office Box 789
Columbus, Mississippi 39703
(601) 327-1112

Grand Rapids Junior College
Dr. Pat Pulliam
Special Assistant to the President
143 Bostwick, N.E.
Grand Rapids, Michigan 49503
(616) 456-4895

Greater Hartford Community College
Diane Freeman-Lindsay
61 Woodland Street
Hartford, Connecticut 06105
(203) 549-4200

Greenfield Community College
Dr. Garrett McAuliffe
Director, Learning Assistance Programs
Greenfield, Massachusetts 01301
(413) 774-3131

Greenville Technical College
Lyla Haggard
Dean, Adult Education Division
Post Office Box 5616, Station B
Greenville, South Carolina 29606-5616
(803) 242-3170

Guilford Technical Community College
Janie P. Stilling
Coordinator, Developmental Services
Post Office Box 309
Jamestown, North Carolina 27282
(919) 292-1101

Harrisburg Area Community College
Willie G. Woods
Director, Academic Foundations Program
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110-2999
(717) 236-9533

Hawaii Pacific College
Janet Leister
Developmental Education Coordinator &
Assistant Dean
1165 Bethel Street
Honolulu, Hawaii 96813
(808) 521-8061

Hawkeye Technical Developmental Education Program
Regena Peters
Waterloo, Iowa 50704
(319) 296-2320

Henderson County Junior College
Charlotte Phillips
Developmental Studies Coordinator
Athens, Texas 75751
(214) 675-2400

Highline Community College
Pam Arsenault
Coordinator, Developmental Studies Department
Midway, Washington 98032-0424
(206) 878-3710

Horry - Georgetown Technical College
Orlis Jayroe
Division Chairman, Learning Success Center
Post Office Box 1966
Conway, South Carolina 29526
(803) 347-3186

Howard University
Imogene G. Robinson
Director, Center for Academic Reinforcement
Washington, D.C. 20059
(202) 636-6040

Indiana Vocational Technical College
W. Michael Clippinger
Department Head, Developmental & General Education
1315 East Washington Street
Indianapolis, Indiana 46202
(317) 635-6100

Indiana Vocational Technical College
George Amies
Reading Program
7377 South Dixie Bee Road
Terre Haute, Indiana 47802
(812) 299-1121

Iowa Lakes Community College
Ray Wiegert & Ellen Van Driel
19 South Seventh Street
Box 415
Estherville, Iowa 51334
(712) 362-2601

Iowa Valley Community College District
William Martin
Director
Career Development Center
3700 South Center
Marshalltown, Iowa 50158
(515) 752-4643

Jacksonville State University
Dr. Claudia McDade
Center for Individualized Instruction
Jacksonville, Alabama 36265
(205) 435-9820

Jefferson College
Tom Burke
Coordinator, Learning Center North
Lois Boehm
Chairperson, Main Campus
Hillsboro, Missouri 63050
(314) 942-3000

Jefferson Community College
Nancy L. Hoover
Coordinator, Reading/Study Skills
109 East Broadway
Louisville, Kentucky 40202
(502) 584-0181

John Wood Community College
Charles A. Clark III
Coordinator, Open Learning Programs
150 South 48 Street
Quincy, Illinois 62301
(217) 224-6500

Kapiolani Cummunity College
James Jeffryes
Assistant Dean of Instruction
Irena Levy
Coordinator of Student Development
Assessment Program
Building 853-620 Pensacola Street
Honolulu, Hawaii 96814
(808) 531-4654

Keene State College
Susan Monroe Nugent
Coordinator, English Composition
John McKusick
Special Services
Keene, New Hampshire 03431
(603) 352-1909

Kennesaw College
Mary Loghby
Chair, Developmental Studies Department
Marietta, Georgia 30061
(404) 422-8770

Kentucky Wesleyan College
Ann Pollio
Director, Plus Center
3000 Frederica Street
Owensboro, Kentucky 42301
(502) 926-3111

Keystone Junior College
Marion J. Thier
Developmental Education Program
La Plume, Pennsylvania 18440
(717) 945-5141

La Salle University
Elizabeth W. Flynn
Director, Academic Discovery Program
Philadelphia, Pennsylvania 19141
(215) 951-1000

Lees College
Peggy Payne
Chairperson, Special Services Division
Jackson, Kentucky 41339
(606) 666-7521

Louisiana Tech University
Dr. Ruth Ellen Hanna
Director, Developmental Education
Post Office Box 3178
Ruston, Louisiana 71272-0001
(318) 257-0211

Lurleen B. Wallace State Junior College
Marilyn Center
Andalusia, Alabama 36420
(205) 222-6591

Mansfield University
David H. Russell
Director, Learning Resources Center/
Special Programs
Mansfield, Pennsylvania 16933
(717) 662-2114

Mercer County Community College
Al Porter
Chairman, Instructional Resources Division
Post Office Box B
Trenton, New Jersey 08690
(609) 586-4800

Minneapolis Community College
Lois Bollman, Coordinator
Learning Assistance Center
1501 Hennepin Avenue
Minneapolis, Minnesota 55403-1779
(612) 341-7000

Mississippi Valley State University
Dr. Dorothy Smith
Academic Skills Parlor
Post Office Box 247
Itta Bena, Mississippi 38941
(601) 254-9041

Missoula Vocational Technical Center
Bruce E. Blattner
Chairperson, General Education Department
909 South Avenue West
Missoula, Montana 59801
(406) 721-1330

Mitchell College
Joan McGuire
Learning Disabilities Support Program
New London, Connecticut 06320
(203) 443-2811

Mohawk Valley Community College
Kathleen Maxwell Bernstein
Acting Department Head, Developmental Studies
1101 Sherman Drive
Utica, New York 13501-5394
(315) 797-6677

Mount Wachusett Community College
Jan E. Siskind
Director, Special Services for Disadvantaged Students
Gardner, Massachusetts 01440
(617) 632-6600

Murray State University
Peggy Phelan, Coordinator
Learning Center
Murray Kentucky 42071-3309
(502) 762-3011

National College of Education
Carol Eckermann
Director, Communications Skills Lab
2840 Sheridan Road
Evanston, Illinois 60201
(312) 256-5150

Niagara University
June J. Crawford, Director
Niagara University Learning Center
Niagara University, New York 14109
(716) 285-1212

North Carolina A & T State University
Dr. Alfonso Gore
Director, Learning Assistance Center
Greensboro, North Carolina 27411
(919) 379-7500

Northeast Technical Community College
Post Office Box 469
Norfolk, Nebraska 68701
(308) 371-2020

North Idaho College
Sheila Hohman
Developmental Education Coordinator
1000 West Garden Avenue
Coeur d'Alene, Idaho 83814
(208) 667-7422

Northwest Missouri State University
Drs. Rose Ann Wallace & Karen U. Fulton
Maryville, Missouri 64468
(816) 785-4000

Oberlin College
Robert J. Panos
Assistant Dean, Developmental Services
Oberlin, Ohio 44074
(216) 775-8121

Ohio University
Carolyn Henderson
Director, Academic Advancement Center
Athens, Ohio 45701
(614) 594-5511

Paris Junior College
Mary Hansen
Director, Learning Skills
2400 Clarksville Street
Paris, Texas 75460
(214) 785-7661

Pennsylvania State University
Dr. JoAnne Thomas Vannin
Director, Developmental Year Program/
Learning Assistance Center
208 Boucke Building
University Park, Pennsylvania 16802
(814) 865-4700

Pennsylvania State University, Schuylkill Campus
Nancy Stumhofer
LOFT Coordinator
State Highway
Schuylkill Haven, Pennsylvania 17972
(717) 385-4500

Piedmont Technical College
Jane T. Rauton
Director, Developmental Studies
Emerald Road, Drawer 1467
Greenwood, South Carolina 29648
(803) 223-8357

Pima Community College
Carol Pearse
Director, Alternative Learning Center
50 West Speedway, Box 5027
Tucson, Arizona 85703
(602) 884-6666

Point Park College
Dr. Vincenne Revilla, Director, P.A.S.
Pittsburgh, Pennsylvania 15222
(412) 391-4100

Prairie State College
Dr. Juanita P. Butler
Coordinator, Developmental Education
Chicago Heights, Illinois 60411
(312) 756-3110

Purdue University, Calumet
H. Rose Adesiyan
Assistant Dean, School of General Studies
Hammond, Indiana 46323
(219) 844-0520

Purdue University, North Central
Patricia A. Carlisle
Director, Special Services
Westville, Indiana 46391
(219) 785-2541

Randolph Technical College
Rebekah H. Megereau
Director, Special Services
Post Office Box 1009
Asheboro, North Carolina 27203
(919) 629-1471

Regis College
Dr. Carla Clements
Director, Regis Learning Center
West 50 Avenue & Lowell Boulevard
Denver, Colorado 80221-1099
(303) 458-4100

Richard Bland College of The College of
William and Mary
Dr. Timothy J. Evans
Developmental Education Program
Petersburg, Virginia 23803
(804) 732-0111

Ricks College
Karl L. Edwards
Director, Learning Assistance Labs
Rexburg, Idaho 83440
(208) 356-2011

Rio Salado Community College
Mary I. Johnson
Associate Dean, Adult and Developmental Education
135 North 2 Avenue
Phoenix, Arizona 85003
(602) 275-7881

Rochester Institute of Technology
Dr. Paul R. Kazmierski
Assistant Vice President
Student Academic Development
Post Office Box 9887
Rochester, New York 14623
(716) 475-2411

Rockland Community College
Dr. Margaret Martin
Coordinator, College Skills
145 College Road
Suffern, New York 10901
(914) 356-4650

Saint Peter's College
Dr. Patricia A. Sullivan
Associate Academic Dean
2641 Kennedy Boulevard
Jersey City, New Jersey 07306
(201) 333-4400

Saint Vincent College
Janet James
Director, Opportunity SVC
Latrobe, Pennsylvania 15650-2690
(412) 539-9761

Salt Lake Skills Center
LuAnn Poulsen, Director
431 South 600 East
Salt Lake City, Utah 84102
(801) 531-9310, Ext. 402

Sampson Technical College
William E. Loflin
Director, Instructional Support Center
Post Office Drawer 318
Clinton, North Carolina 28328
(919) 592-8081

San Diego State University
Gus Chavez
Director, Educational Opportunity Program
Bruce Keitel
Academic Services Coordinator, EOP
San Diego, California 92182
(619) 265-6871

Santa Barbara City College
Elaine L. Cohen
Director, Reading/Study Skills
Santa Barbara, California 93109-9990
(805) 965-0581

Santa Fe Community College
Pat Smittle
Chairman, Learning Lab & Developmental Studies
Post Office Box 1530
Gainesville, Florida 32602
(904) 377-5161

Savannah State College
Rosalie F. Pazant
Acting Director, Department of Special Studies
Savannah, Georgia 31404
(912) 356-2240

Schenectady County Community College
Mary Jane Dike, Coordinator
Developmental Studies Unit
78 Washington Avenue
Schenectady, New York 12305
(518) 346-6211

Shippensburg University
Elnetta Jones, Dean
Special Academic Programs
Shippensburg, Pennsylvania 17257
(717) 532-9121

Sinte Gleska College
Dennis Gaspar
Director, Study Skills Program
Post Office Box 490
Rosebud Sioux Reservation
Rosebud, South Dakota 57570
(605) 747-2263

Slippery Rock University
Dr. Champ R. Storch, Chairperson
Academic Support Services Department
Slippery Rock, Pennsylvania 16057-9989
(412) 794-2510

Southeastern Louisiana University
Dr. Clara Robertson
Director, Developmental Education
University Station
Hammond, Louisiana 70402
(504) 549-2000

Southern University, Junior Division
Juanita B. Robinsen
Dean, Developmental Education
Southern Branch Post Office
Baton Rouge, Louisiana 70813
(504) 771-4500

Southern University at New Orleans
Deborah B. Smith
Director, Developmental Studies
6400 Press Drive
New Orleans, Louisiana 70126
(504) 282-4401

SUNY Agriculture & Technical College
Grace Barton, Director
Center for Developmental Studies and E.O.P.
Alfred, New York 14802
(607) 871-6111

Tacoma Community College
Richard Spangler
Chairman, Learning Services
5900 South 12 Street
Tacoma, Washington 98465
(206) 756-5100

Tallahassee Community College
Bertha Murray
College Preparatory Coordinator
444 Appleyard Drive
Tallahassee, Florida 32301-8170
(904) 576-5181

Terra Technical College
Robert H. Miller, Coordinator
Developmental Education Program
1220 Cedar Street
Freemont, Ohio 43420
(419) 334-3886

Trident Technical College
Betty Dauchert
Department Chairman, Developmental Studies
Post Office Box 10367
Charleston, South Carolina 29411
(803) 572-6111

Triton College
Dr. Sunel Chand
Assistant Dean
School of Arts and Sciences
2000 Fifth Avenue
River Grove, Illinois 60171
(312) 456-0300

Troy State University
Jimmy W. Holley, Director
Center for Developmental Education
Suite 227, Adams Center
Troy, Alabama 36082
(205) 566-3000

Union College
Janet Tarry
Director of Special Programs
CPO Box 454
Barbourville, Kentucky 40906
(606) 546-4151

University of California, Davis
Virginia Martucci
Director, Learning Skills Center
Davis, California 95616
(916) 752-1011

University of Dayton
Suzanne W. Soled
Director, Learning Assistance Center
300 College Park
Dayton, Ohio 45469-0001
(513) 229-0123

University of Evansville
Marty Brownlie
Academic Support
Evansville, Indiana 47702
(812) 477-6241

University of Georgia
Dr. Leroy Ervin, Director
Division of Developmental Studies
106 Clark Howell Hall
Athens, Georgia 30602
(404) 542-3030

University of Hartford
Arthur H. Auten
Dean, College of Basic Studies
West Hartford, Connecticut 06117-0395
(203) 243-4100

University of Hawaii, Manoa
Ely Meyerson
Director of Student Services
Bill Chambers
Director, College Opportunities Program
1631 Correa Road
Honolulu, Hawaii 96822
(808) 948-7837

University of Missouri - Columbia
Bonnie Lelenak
Director, Learning Center
304 Watson Place
Columbia, Missouri 65211
(314) 882-2121

University of Missouri - Kansas City
May Garland
Learning Resource Specialist
5100 Rockhill Road
Kansas City, Missouri 64110
(816) 276-1000

University of New Haven
Nancy Rabianski-Carriuolo
Assistant Provost
West Haven, Connecticut 06516
(203) 934-6321

University of New Mexico
Dr. Susan Deese
Director, University Skills Center
Albuquerque, New Mexico 87131
(505) 277-0111

University of Pittsburgh
Georgine Materniak
Coordinator, Learning Skills Center
130 William Pitt Union
Pittsburgh, Pennsylvania 15260
(412) 624-4141

The University of Southwestern Louisiana
James A. Caillier
Dean, College of General Studies
Lafayette, Louisiana 70504
(318) 264-6000

University of Tennessee at Martin
Polly Glover, Coordinator of Student Learning Center
Rayna S. Cooper, Coordinator of Reading Center
Martin, Tennessee 38238
(901) 587-7855

University of Texas, Austin
Pat Heard
Coordinator, Learning Skills Center
A332 Jester
Austin, Texas 78784
(512) 471-3434
Dr. Claire Weinstein
Cognitive Learning Strategies Project
(512) 471-3434

University of Texas, El Paso
Dr. Nancy V. Wood
Director, Study Skills & Tutorial Services
El Paso, Texas
(915) 747-5000

University of Toledo, University Community
and Technical College
Dr. Karen Miller
Director, Developmental Education
2801 West Bancroft Street
Toledo, Ohio 43606
(419) 537-2072

University of Wisconsin - Eau Claire
Ann Lapp, Director
Special Services Project
Eau Claire, Wisconsin 54701
(715) 836-2637

University of Wisconsin - La Crosse
Dr. H. Laury LePage
Directot, Academic Skills Center
La Crosse, Wisconsin 54601
(608) 785-8000

University of Wisconsin - Waukesha
Janet Brown
Director, Learning Lab
Waukesha, Wisconsin 53186-1628
(414) 544-8825

University of Wisconsin - Whitewater
Elmer G. Redford, Director
Developmental Studies/Learning Skills Center
Whitewater, Wisconsin 53190
(414) 472-1027

Vermont Technical College
Harry R. Miller
Academic Dean, Program Director
Randolph Center, Vermont 05061
(802) 728-3391

Wayne General and Technical College/
The University of Akron
Julia Beyeler
Coordinator, Learning Center
10470 Smucker Road
Orrville, Ohio 44667
(216) 683-2010

Western Michigan University
Karen LaRoe
Director, Academic Skills Center
Kalamazoo, Michigan 49008-3899
(616) 383-1600

Williamsport Area Community College
R. Dean Foster
Director, Developmental Studies/ACT101
1005 West Third Street
Williamsport, Pennsylvania 17701-5799
(717) 326-3761

Windward Community College
Auleen Yim
Coordinator, Learning Assistance Center
45-720 Keeahala Road
Kaneohe, Hawaii 96744
(808) 235-0077

STATE INFORMATION COORDINATORS

ALABAMA

Jimmy Holley
Director for Developmental Education
Troy State University
Suite 228, Adams Center
Troy, AL 36082
(205) 366-3000 Ext. 210

ALASKA

Becky Patterson
Reading and Study Skills Instructor
Anchorage Community College
2533 Providence Drive
Anchorage, AK 99508
(907) 786-1161

ARIZONA

Carol Pearse
Director, Alternative Learning Center
Pima Community College
50 West Speedway, Box 5027
Tucson, AZ 85703
(602) 884-6548

ARKANSAS

Nina Abernathy
Skills Laboratory
Westark Community College
Ft. Smith, AR 72913
(501) 785-4241 Ext. 266

CALIFORNIA

Tina Bishop
Learning Disabilities Specialist
Lassen College
Susanville, CA 96130
(916) 257-6181

COLORADO

Bill Richards
Director, Developmental Studies
Denver Auraria Community College
111 West Colfax, Box 600
Denver, CO 80204
(303) 556-8455

CONNECTICUT

Nancy Rabianski-Carriuolo
Assistant Provost
University of New Haven
300 Orange Avenue
West Haven, CT 06516

DELAWARE

Lois Thomas Johnson
Delaware Technical & Community College
333 Shipley Street
Wilmington, DE 19708
(302) 571-5337

DISTRICT OF COLUMBIA

Patricia Seifu
Coordinator of Developmental Education
University of the District of Columbia
4200 Connecticut Avenue, N.W. 38-106
Washington, DC 20009
(202) 292-7977

FLORIDA

Mr. Bob Hackworth
Mathematics Department
St. Petersburg Junior College
Clearwater, FL 33515
(813) 442-7760

GEORGIA

Patricia York
Chairperson of Developmental Studies
DeKalb Community College
3251 Panthersville Road
Decatur, GA 30034
(404) 243-3860

HAWAII

Aileen Tsuji Yim
Coordinator, Learning Skills Lab
Windward Community College
45-720 Keeahala Road
Kanoehe, HI 96744
(808) 235-0077

IDAHO

Karen Thomas
Assistant Professor, English Department
Boise State University
1910 University Drive
Boise, ID 83725
(208) 385-1215

ILLINOIS

Jerry Weber
Director, Learning Center
John Wood Community College
150 South 48th Street
Quincy, IL 62301
(217) 224-6500

INDIANA

Marty Brownlie
Counselor, Study Skills Lab
University of Evansville
P. O. Box 329
Evansville, IN 47702
(812) 479-2373

IOWA

Jane Pitz
Chairperson, Learning Center
Des Moines Community College
2006 South Ankeny Boulevard
Ankeny, IA 50021
(515) 964-6595

KANSAS

Mary Jo Grant
Coordinator, Center for Independent Study
Butler County Community College
El Dorado, KS 67042
(316) 321-5083 Ext. 164

KENTUCKY

Jackie Betts
Coordinator, Writing Lab
Berea College
CPO 67
Berea, KY 40404
(606) 986-9341

LOUISIANA

Dr. Henry A. Young
Director, Communications Skills
Southern University
P. O. Box 11406
Baton Rouge, LA 70813
(504) 771-4300

MAINE

Robert Lemelin
Director, Learning Assistance Systems
Division of Basic Studies
University of Southern Maine
96 Falmouth Street
Portland, ME 04103
(207) 780-4470

MARYLAND

John Van Brunt
Director, Reading and Study Skills
Counseling Center
University of Maryland
College Park, MD 20742
(301) 454-4785

MASSACHUSETTS

Dr. Kevin Lyons
Director, Learning Resource for
Student Athletes
Boston College
Chestnut Hill, MA 02167
(617) 552-8533

MICHIGAN

Dr. Verona Morton
P. O. Box 793
College Park Station
Detroit, MI 48221
(313) 252-0

MINNESOTA

Lois Bollman
Learning Assistance Center
Minneapolis Community College
1501 Hennepin
Minneapolis, MN 55403
(612) 339-0323

MISSISSIPPI

Dr. Corinne Anderson
Reading Instructor
Copiah-Lincoln Junior College
Wesson, MI 39191
(601) 643-5101

MISSOURI

Dr. Edith Young
Associate Professor, School of Education
University of Missouri - St. Louis
265 Marillac Hall
St. Louis, MO 63121
(314) 553-5944

MONTANA

Mary Pohl
Director, Math Learning Center
Montana State University
Bozeman, MT 59717
(406) 994-3601

NEBRASKA

Kathryn Fowler
Coordinator, Learning Center
York College
800 East Seventh Street
York, NE 68467
(402) 362-4441 Ext. 295

NEVADA

Rick Riendeau
Developmental English Instructor
Western Nevada Community College
2201 Nye Lane
Carson City, NV 89701
(702) 887-3043

NEW HAMPSHIRE

Susan Monroe Nugent
Assistant Professor of English
Parker Hall
Keene State College
Keene, NH 03431
(603) 352-1909 Ext. 288

NEW JERSEY

Charles H. Harkins
Coordinator, Humanities/Communications
Gloucester County College
Tanyard Road
Sewell, NJ 08080
(609 468-5000

NEW MEXICO

Dr. Susan Deese
Director, Skills Center
Zimmerman Library
University of New Mexico
Albuquerque, NM 88003
(505) 277-7208

NEW YORK

June Crawford
Director, Learning Center
Niagara University
Niagara University, NY 14109
(716) 285-1212

NORTH CAROLINA

Dr. Martha Hickey
Dean of SD/IS
Guilford Technical Institute
Jamestown, NC 27282
(919) 292-1101

NORTH DAKOTA

Heather Huseby
Coordinator, Learning Services
University of North Dakota
Box 8112, University Station
Grand Forks, ND 58202
(701) 777-4406

OHIO

John Elder
Chairperson
Sinclair Community College
444 West Third Street
Dayton, OH 45402
(513) 266-2701

OKLAHOMA

Dr. Suzanne Murphy
Coordinator
Rose State College
6420 S.E. 15th Street
Midwest City, OK 73110
(405) 773-7319

OREGON

Bonnie Orr
Director, ABE
Central Oregon Community College
N. W. College Way
Bend, OR 97702
(503) 382-6112

PENNSYLVANIA

Georgine Materniak
Coordinator, Learning Skills Center
University of Pittsburgh
311 William Pitt Union
Pittsburgh, PA 15260
(412) 624-5481

RHODE ISLAND

Dr. D'Anne Hammond
Humanities Division
Barrington College
Middle Highway
Barrington, RI 02806
(401) 246-1200 Ext. 240

SOUTH CAROLINA

Curtis Miles
Dean, Educational Development and Support
Piedmont Technical College
P. O. Drawer 1467
Greenwood, SC 29646
(803) 223-8357

SOUTH DAKOTA

Sherry West
National College
321 Kansas City
Rapid City, SD 57701
(605) 394-4800

TENNESSEE

Dorothy Jenkins
Chairperson, Division IV
Cumberland College
Lebanon, TN 37087
(615) 444-2562 Ext. 249

TEXAS

Rob O. Mills
Director, Special Services
Amarillo College
Box 447
Amarillo, TX 79178
(806) 371- 5000

UTAH

Dr. Wayne Herlin
Professor
Brigham Young University
115 SWKT, BYU
Provo, UT 84602
(801) 378-6857

VERMONT

Brent Sargent
Coordinator, Assessment Services
Office of External Programs
Vermont State College
Box 34
Waterburg, VT 05676
(802) 241-3522

VIRGINIA

Carolyn Reynolds
Coordinator, Learning Assistance Labs
Mountain Empire College
Drawer 700
Big Stone Gap, VA 24219
(703) 523-2400

WASHINGTON

Dr. Alen Torgerson
Coordinator, Learning Assistance
Support System
Highline Community College
Midway, WA 98032
(206) 878-3710

WEST VIRGINIA

Marty French
Coordinator, Foundations Program
Fairmount State College
Fairmount, WV 26554
(304) 367-4299
(304) 296-8007

WISCONSIN

Dr. H. Laury LePage
Director, Academic Skills Center
University of Wisconsin, LaCrosse
Wilder Hall
LaCrosse, WI 54601
(608) 785-8535

SAMPLE LEGISLATION BY STATE

Our collection of state legislation and policy pertaining to developmental education is somewhat scant. Clearly the paucity of information is partly the result of the informal methods used to collect this material which were heavily dependent upon imposing on the time and resources of State Information Coordinators. Another significant factor, however, in the absence of information from many states, is that often the unique concerns of developmental education are neither directly nor inferentially addressed in state legislation or policies.

It is hoped that the documentation provided in this section will be useful to developmental educators in their advocacy for support from legislative bodies and governing boards. In general, state legislators are struggling with the issue of maintaining equal access to higher education while attempting to upgrade the quality of instruction offered.

In response to the 1980's focus on "excellence" in education, State Boards of Education are enforcing more rigorous high school graduation requirements and raising admission and retention standards in post-secondary institutions. As a result, a major issue addressed is articulation between high schools and colleges and universities regarding prerequisite competencies necessary for success in post-secondary vocational and academic programs.

Another major interest of boards and legislative bodies is toward distinguishing the differentiated roles of community colleges, four-year colleges and universities. There may be emerging a trend to regard developmental programs as the exclusive responsibility of public schools and the two-year colleges, accompanied by a long range plan to eliminate developmental and remedial services from the four-year institutions.

Although confining developmental education to the role of community colleges reflects sound economic advantages, this action fails to account for the benefits of comprehensive developmental programs which reach beyond basic skills remediation. Not only does this approach ignore the support services appropriate to students at all levels of competence, but it also lacks sensitivity to the changing student population entering four-year institutions including increasing numbers of non-traditional students with special needs.

Testing and placement, credit for developmental coursework, and the reduction of student/faculty ratios in developmental classes are recurrent themes, as they have been throughout the history of developmental education. The current, though historically fluctuating, mode of operation leans toward competency testing as a college entrance requirement, mandatory placement in developmental programs, eliminating the award of credit for developmental coursework, and reduction of student/faculty ratios.

While the need for developmental education may be routinely acknowledged, there, however, is increasing concern regarding the effectiveness

of developmental programs. Further directions in the profession must emphasize making evaluation of developmental programs more consistent, conclusive and generalizable if we are to maintain and augment the support we currently enjoy. Now for a look at several states with legislation affecting developmental education.

Arkansas

Among 1984 agenda items for the Arkansas Board of Higher Education is an effort to lower class size in computer science, mathematics and basic skills.

> "...The smallest class size is recommended for basic skills or developmental courses where students under-prepared for college work require intensive instruction."

The recommended student/faculty ratio is 12:1.

Items which have implications regarding developmental education included in recommendations by the Quality Higher Education Study Committee (Oct. 1984):

> Recommendation 5: The higher admissions standards adopted by SBHE (State Board of Higher Education) in February, 1984, should be adopted by all four-year institutions not later than August, 1985.
>
> Recommendation 6: An open door policy should be continued for admission to vocational or occupational courses or programs.

The 1983 recommendations from the Task Force on Admissions and Academic Standards refer to upgrading high school graduation requirements and college entrance requirements. References to developmental education include:

> "For two-year institutions, open admissions should be maintained, but the college transfer program should assume the same levels of high school preparation required for admission to universities and senior colleges. Two-year college students in academic transfer programs who have not taken the high school courses recommended for college admission should take developmental courses which provide the expected background prior to taking the college course(s) in which they have deficiencies. As a general rule, the developmental courses will not apply toward baccalaureate degree requirements."
>
> Recommendation #7: "While the improvement in student academic backgrounds which should result from these recommendations and other improvement activities may reduce the need for remedial instruction in the future, colleges and universities should not prematurely eliminate remedial activities. Colleges and universities should continually review high school curricula and entering student academic qualifications and make appropriate curricular adjustments in remedial programs."

Florida

Pending legislation in the State of Florida which either directly or indirectly effects developmental education reads as follows:

CSSB127/240/655 ADULT EDUCATION FEE WAIVERS (Education Committee, Margolis, Castor, Meek) Authorizes school districts and community colleges to waive fees for students in adult education programs who meet certain specified requirements; deletes limitation that persons 60 years or older may be served on a fee-waived basis only if space is available; authorize school boards and community colleges to waive fees for students in adult general and adult vocational education courses up to a maximum of 15 per cent (or a per cent established in the Appropriation Act) of total FTE's enrolled; requires districts and community colleges to submit annual reports to DOE of number and categories of students receiving fee waivers; authorizes and specifies special graduation requirements for adults working for high school diplomas. Referred to Senate Appropriations Committee.

CSSB381 LEARNING DISABLED DEVELOPMENTAL CENTER (Education Committee, Meek) Establishes Learning Development and Evaluation Center at Florida A&M University to provide support services to enhance learning of students diagnosed as learning disabled; creates an outreach component as a resource to other educational entities; creates an advisory council; requires an annual report on program participation and effectiveness; provides criteria for program services, qualifications of program participants, services for post-secondary and secondary students; provides for funding through the general Appropriations Act. Referred to Senate Appropriations Committee.

HB 760 House Bill similar to above Senate Bill (Jamerson) (1) amendment providing that participants in the program shall be learning disabled students who meet eligibility criteria as defined by State Board of Education rule; (2) bill reported favorable, sent to Appropriations Committee.

SB 613 ADULT EDUCATION/COLLEGE PREP FUNDING (Meek) Provides that college prep instruction shall be funded at a rate of 1.5 times that rate for college credit courses; requires Commissioner of Education to submit a plan to implement a test to assess certain skills of students and to identify those students who would benefit from college preparatory instruction. Referred to Senate Education and Appropriations Committees. Considered by Education Committee April 25: (1) amended to provide for Commissioner to develop a plan to implement a common placement test at secondary level; (2) bill reported favorable, sent to Appropriations Committee.

HB 1075 HOUSE Bill similar to Senate Bill 613 (Young, Jamerson, Reddick) ...Provides for funding of college preparatory instruction in community colleges and designated state universities. . . Considered by Higher Education Committee, April 17: (1) bill reported favorable, sent to Appropriations Committee.

CSHB ADULT EDUCATION (K-12 Education Committee, Stewart, Metcalf, Reddick, L. R. Hawkins, Friedman, Mackenzie, Renke) With respect to the adult general education program, provides for courses that will enable adults to achieve an individual level of educational competence which is compatible with existing curriculum frameworks; specifies where vocational preparatory and college preparatory courses may be provided; revises certain criteria for participation in the program. Considered by committee, April 3: (1) approved two technical amendments; (2) amended to remove language authorizing college preparatory courses be provided by community colleges and school districts; (3) amended to provide college preparatory instruction shall be offered exclusively by community colleges (4) bill reported favorable, placed on House Calendar. On motion by Bell, April 11, bill removed from Calendar and referred to House Appropriations Committee. On motion by Wetherell, April 24, referred also to House Higher Education Committee.

Georgia

Section 300 - Academic Affairs Policies of the Board of Regents of the Georgia University System relative to the Developmental Studies

303.02 DEVELOPMENTAL STUDIES

Programs are as follows:

A. Each institution in the University System of Georgia shall have a separate department (meaning department or division) of Developmental Studies. This department shall be charged with helping those students admitted to its program to attain predetermined levels of competence in writing, reading and mathematics.

B. The department shall have a separate budget and staff. The chairman (or academic officer responsible for developmental studies) shall report directly to the chief academic officer of the institution or his/her designee.

C. Regents' guidelines specify that any entering freshman scoring below 330 on either the SAT or SAT-M shall be required to take an additional test prescribed by the Board to determine whether he/she will be a general admissions or developmental studies student. Institutions may set a higher SAT score criterion for such determination.

Currently the "additional test" is the Basic Skills Examination, an achievement test developed by the University System of Georgia.

D. The Board of Regents shall establish minimum scores on each section of the prescribed placement test for determination of placement in Developmental Studies or for general admission. A student scoring below the System minimum on any section of the test shall be classified as a Developmental Studies student. Institutions may set higher minimum scores to be required on any section of the prescribed placement test.

E. Institutions may impose additional measures for placement of students in general admissions or developmental studies.

F. Courses in the developmental studies program shall include but not be limited to English, reading, and mathematics. Institutions shall be responsive to the special needs of developmental studies students for personal, financial, academic and career counseling.

G. Developmental studies departments shall provide academic advisement to ensure that students are informed about their developmental studies requirements and to interpret to the students Developmental Studies Regulations.

H. No degree credit will be earned in developmental studies courses, but institutional credit will be awarded.

I. Developmental studies students shall be required to take developmental studies courses designed to increase competency in areas where they have demonstrated weaknesses.

J. Until developmental studies requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the developmental studies courses as prerequisites. Institutions shall identify those courses which have one or more developmental studies courses as prerequisites.

K. A student may not accumulate more than thirty (30) hours of degree credit before finishing developmental studies courses. A student who accumulates thirty (30) degree credit hours and has not successfully completed required developmental studies courses, may enroll only in developmental studies courses until requirements are successfully completed.

L. In order to exit developmental studies courses, students must satisfy the institution's requirements for each prescribed course.

M. To exit a developmental studies area (mathematics, reading, English), students must score at least the institutional minimum on the appropriate part of the prescribed test. An exit writing sample is also required in developmental studies English.

N. Students who do not complete requirements for a developmental studies area (reading, English, mathematics) after four attempts shall be excluded from developmental studies and from programs which include courses for which there are developmental studies prerequisites. Institutions may devise stricted standards for excluding students who are not making satisfactory progress in completing their developmental studies courses.

O. All time spent in developmental studies course work shall be cumulative within the University System. Students shall not be allowed more than four (4) quarters

in any one area. Each institution may establish re-entry policies for developmental studies students as long as a student is not considered for re-entry in any unit of the University System in less than one academic year from dismissal.

P. The grading system used in developmental studies courses shall be identical with that approved for credit courses within the University System with one exception, the addition of an "in progress" grade to indicate progress which while satisfactory is insufficient for exiting the course. The approved symbols, then, will be A, B, C, D, F, W, WF, S, U, V, K, I, and IP. Each symbol, except IP, will carry the same definition in developmental studies as in regular credit courses. Each institution may use any of these symbols which it deems appropriate for its program.

Q. Each institution shall have a transfer policy and apply it consistently to all former Developmental Studies students transferring to the institution. (BR Minutes, 1972-73, pp. 533-37; 1978, p. 162; 1982-83, pp. 119-21)

Hawaii

Developmental Education is most directly addressed in a policy directive for community colleges issued from the office of the Chancellor for Community Colleges, University of Hawaii in May 1984. This directive, "New Directions for the 80s' speaks to developmental education as follows:

Direction 4

Emphasizing Basic Academic Skills as a Foundation for Student Success

The open door to the community colleges brings a great diversity of students to campuses including many who lack the confidence and skills in reading, writing, speaking, computation and problem solving necessary to pursue their educational goals. Basic academic skills are essential, not only to student success in college and afterward, but also to the maintenance of quality in academic programs. The community colleges will continue to devote resources to Basic Skills improvement by:

- Supporting courses, learning laboratories, tutoring services, and other formal and informal activities which allow students to improve their ability to read, write, speak, listen and compute effectively.

- Incorporating basic skills development in a wide variety of courses in general education and vocational fields to reinforce skill improvement throughout the curriculum.

- Helping students understand that basic academic skills are necessary not only for success in college programs, but also for success in their work and personal lives after graduation.

- Providing learning environments which will allow students to gain the self confidence and self discipline needed to achieve their educational goals.

- Continuing to refine and apply placement and diagnostic tests to assess individual strengths and weaknesses in academic skills and to encourage realistic academic expectations on the part of students.

- Developing partnerships with other educational groups, such as the State Department of Education, which provide foundations in basic education.

Idaho

Proposals in the Legislature which either directly or indirectly influence developmental education address the following issues:

1. Imposition of an admissions policy.
2. Redefinition of each state institution's role and mission, with eventual elimination of community college functions from universities.
3. Institution of a community college system, including the construction of three new community colleges.
4. Change in governance: shift from current Board of Education which oversees all public education (kindergarten through graduate school) to "Board of Regents" strictly to oversee universities and proposed community college system.
5. Charging extra fees for developmental courses.

The Statewide Committee on Admission and Retention Standards for Higher Education made the following recommendations pertaining to developmental education (Oct. 1984):

Developmental Education (Review Courses)

In the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. This projection is based on the assumption that: (a) the mean age of higher education's student population will continue to increase, and (b) the Board will adopt the proposed college preparatory curriculum. As a result of these changing circumstances, we have a responsibility to provide developmental education opportunities to those students admitted to higher education (e.g., Harvard's and Standford's review curricula).

It is recommended, therefore, that the Board review and revise as necessary its remedial education policy to ensure:

A. Encouragement for institutions to offer review courses for those populations in need of developmental instruction;

B. Elimination of review course fees which may discriminate against special populations (disadvantaged, older students, and in math classes -- women).

Illinois

Introduction

In Illinois, concern about adequate performance in basic skill areas by graduating high school students led to the passage of Senate Resolution 180 in 1977, which called upon the State Board of Education and the Illinois Board of Higher Education to report the extent of and need for remediation at all levels of Illinois public education. As a result of Senate Resolution 180, the Joint Education Committee developed policy recommendations which were subsequently adopted by both the Illinois Board of Higher Education and the State Board of Education. These resolutions are presented below:

Resolution No. 1

Within the structure of elementary and secondary education each school system should provide opportunities for all students to satisfactorily demonstrate reading, writing, and computational skills sufficient to enter college or the world of work. The local school board and administration should assume greater responsibility for informing children and parents of their progress and proficiency levels and about skill deficiencies beginning in the elementary grades and certainly at regular intervals throughout the middle and secondary levels.

Resolution No. 2

The State Board of Education should assist each local district in developing a plan of early identification of problems in skill development and programs to correct those problems. The Illinois Office of Education should provide technical assistance to local districts in setting standards, identification of problems and corrective programs.

Each school district should set its own standards for the quality of education programs and goals, and seek the assistance of the Illinois Office of Education where appropriate to improve programs designed to enhance students' skills. Periodic reports of test results of students' progress should be prepared by the Illinois Office of Education and reviewed by the State Board of Education over the next two years to determine statewide students' progress.

Resolution No. 3

Remedial efforts should be continued at the postsecondary level as long as entering students are lacking the basic skills. As the emphasis on the basic skills begins to be reflected in the competency of entering postsecondary students, the universities should reduce their remedial programs. Programs maintained in the universities should be limited to a few otherwise qualified students in need of special assistance. No degree credit should be awarded for remedial coursework.

The role of state universities in offering remedial programs should be minimized over the next several years with the expectation that within five years remedial

programs at the state universities could be phased out.

In light of the distinction between special assistance programs and remedial education, it should be understood that this resolution does not address special assistance programs.

Special assistance programs are distinctively organized educational and related support services designed to increase the number of, retain, and graduate those students who are educationally and/or economically disadvantaged. Remediation, on the other hand, is a free-standing attempt to bring unprepared students to a level of basic skills necessary to pursue college level work and is not a distinctively organized and comprehensive effort to increase the number of, retain, and graduate disadvantaged students. Remediation is most often a single course designed to elevate a specific basic skill competence - arithmetic, writing, or reading - and, as such, is seldom an integrated part of a total college curriculum.

There are important distinctions between remedial and special assistance programs. The clientele of special assistance programs is drawn from those populations which historically have been denied the opportunity for betterment through education. Special assistance is designed to integrate the educationally and economically disadvantaged into the mainstream of university life. These programs are designed for students who, because of their backgrounds, have not received the educational opportunities

commonly obtained by the more fortunate. In addition to remedial courses, these programs offer other services such as counseling, academic and career advisement, and financial assistance. In this respect, remedial efforts may be necessary as one of the integral components of special assistance programs which are designed to increase the probability of success for educationally and economically disadvantaged students in college.

The clientele of remediation efforts, on the other hand, is not homogeneous and frequently is composed of individuals who have not learned basic skills for many reasons apart from educational and economic disadvantagement. Remedial education can be viewed solely as a reiteration of basic skills previously presented to students.

Resolution No. 4

Within the structure of postsecondary education, it is the community colleges (with their open admission policies) that should respond to the remedial needs of the postsecondary student. Community colleges have viewed and should continue to view the remedial function with equal priority to its other missions such as baccalaureate, vocational, and technical education. The community college should be recognized as the postsecondary institution where deficiencies in basic skills of adults will be addressed. Degree credit should not be awarded for remedial coursework.

During the next five years, the

emphasis on remedial programs at the post-secondary level should be at the state community colleges. Community colleges should be increasing their role in remedial programs while the state universities are decreasing their role during this period.

With increased attention on student skill development by elementary and secondary school districts, eventually there should be less need for remedial programs at the community college level. At this time, community colleges can begin to de-emphasize their role in offering remedial programs.

Resolution No. 5

The State Board of Education with the assistance of the schools and the Illinois Board of Higher Education with the assistance of the universities and colleges should study the causes of the increase in the need for remedial education and take steps to alleviate the situation. Both boards also should take the initiative to disseminate information on educational programs that improve results for students, schools, and colleges.

In 1979, P.L. 81-803 was passed requiring the Board of Higher Education to report on the progress universities had made in reducing their remedial efforts. In response to this law, in June, 1981, the Board received a Status Report on Remediation in Higher Education showing the continuing need for remediation. The Board then adopted three additional resolutions:

1. The Board of Higher Education hereby requests that public university governing boards work with their universities to ensure that remedial coursework for regularly-admitted students and transfer students is reduced and that graduation credit for remedial coursework is eliminated. An assessment of efforts to phase out such coursework, an evaluation of the continued need for remediation in special assistance programs, and an evaluation of the effectiveness of remediation for special assistance programs should be reported by governing boards to the Board of Higher Education by July 1, 1983.

2. The Board of Higher Education hereby requests that the Illinois Community College Board, in concert with community colleges, evaluate policies and procedures related to providing remedial coursework and determine why transfer students from community colleges may be required to take remedial coursework in public universities. An assessment of the effectiveness of remedial courses should be reported by the Illinois Community College Board to the Board of Higher Education by July 1, 1983.

3. The Board of Higher Education hereby requests that the Joint Education Committee review this report and continue to study the causes and consequences of the need for remediation.

At the same meeting the Board requested that an interim report be prepared by June 1982 detailing whether public higher education institutions were continuing to grant credit for remediation activities. The interim report, received by the Board in July 1982, indicated that by the Fall of 1983 graduation credit would cease to be granted for remedial activities. Since that time, the Joint Education Committee has identified the issue of quality in Illinois education as a major focus for its activities during 1983. As a consequence, many of the major policy issues related to remediation will be examined in the context of the study on quality. This report reviews the current status of remedial offerings in Illinois higher education by the public community colleges and public universities.

Remediation in Illinois Public Universities and Community Colleges

Remediation Credit Hours. Nine out of twelve public universities offer some remedial coursework to a portion of their students. Universities which do not offer remediation courses are Governors State University, Sangamon State University and Northern Illinois University. Credit hours generated through remedial coursework consistently represent less than one percent of the total credit hours generated by public universities Data . . . show that the total amount of remediation credit hours in public universities increased by 26 percent between FY 1978 and FY 1982. However, universities estimate that in FY 1983 there will be a decrease of 9,417 remediation credit hours (27 percent) from the FY 1982 level.

Community colleges offer a greater amount of remedial coursework than do universities. (A full report on remediation in community colleges can be obtained from the Illinois Community College Board.) Community colleges provide between 76 and 80 percent of the total remediation coursework offered by public institutions. Credit hours generated by public community colleges constitute approximately two percent of the total community college credit hours generated. There was an increase of 35 percent in the total amount of remediation credit hours offered by public community colleges between FY 1978 and FY 1982.

Type of Remediation. Data for the period from FY 1978 through FY 1982 show that the greatest remedial need in public universities has been for communication courses. However, the need for computation courses from FY 1981 to FY 1982 nearly equaled the need for communication courses. From FY 1978 through FY 1982, there was a marked increase in computation credit hours (21 percent) and a slight increase in communication credit hours (11 percent). Despite a dramatic increase in reading credit hours, the amount of reading credit hours taken by students was relatively small.

. . . Community college remedial coursework has been greatest in the computation area. However, the largest percentage increase in remediation from FY 1978 to FY 1982 was in communication credit hours (63 percent). The five-year increase was 30 percent in computation credit hours and 17 percent in reading credit hours. As with public

universities, the need for remediation in reading was relatively low.

Public colleges and universities together offer more credit hours in the computation skill area than in the communication and reading skill areas. The skill area showing the greatest increase in credit hours from FY 1978 to FY 1982 is the communication skill area.

Students Enrolled in Remediation. . . In FY 1982, 68 percent of all enrollment in remediation courses in public universities was concentrated in three institutions located in or near the large metropolitan areas of Chicago and St. Louis: Chicago State University, 33 percent; University of Illinois at Chicago-University Center, 17 percent; and Southern Illinois University at Edwardsville, 18 percent. By the end of FY 1983, the percentage of remediation offered by these three universities is expected to increase to 80 percent of the total remediation offered by public universities.

Of the students enrolled in remediation classes in public universities between FY 1978 and FY 1980, approximately half were special assistance program students, about a third were regularly-admitted students, and about 20 percent were community college transfer students. However, in FY 1981 and FY 1982, the situation reversed itself, with approximately half being regularly-admitted students and about a third being special assistance students. This trend is expected to continue in FY 1983. There was a total remediation course enrollment increase of only six

percent from FY 1978 through FY 1982. There is an expected remediation course enrollment decline of 3,688, or 33 percent, between FY 1982 and FY 1983. . . .

The Illinois Community College Board investigated the reasons that transfer students from community colleges might be required to take remedial coursework in public universities. (Community college transfer students, as the previous data indicate, constitute about 20 percent of the total student population for which remedial coursework is provided.) This investigation, done in survey form, was carried out on a sample of 10 percent of the 1979 community college transfer students at each public university. The data from the survey . . . Only four percent of the sample (33 students) enrolled in remedial coursework after transferring to a public university. Two-thirds of these students do not complete an associate degree before transferring to universities. Most of the remaining students earn an associate degree in applied science, which is not designed as a degree for students wishing to transfer to a public university (10 students in the sample). Based on the analyses conducted by the Illinois Community College Board, it appears than an insignificant amount of remedial coursework in public universities is being taken by community college students who have completed the A.A. or A.S. baccalaureate transfer degrees.

Effectiveness of Remedial Coursework. The effectiveness of all remedial coursework was not examined in depth for purposes of

this report. . . The data regarding special assistance students who entered as freshmen in 1981-82 suggest that almost three-fourths of the entering special assistance students continue beyond the first year of college. In the years other than 1981-82, between 35-45 percent of the students either graduate or continue their academic pursuits. There is little fluctuation in the percentage of students dismissed for academic reasons, a fact which may indicate that students who are able to succeed in the first year have developed the academic skills which allow them to satisfactorily complete their studies at a given university. Since the percentage of students who withdraw because they are on academic probation has not been identified, the degree to which special assistance students are able to maintain satisfactory academic standing remains unclear.

Summary

Most remedial coursework in the public higher education sector is offered by community colleges. There was an increase in the amount of such coursework provided by the community colleges between FY 1978 and FY 1982. There was also an increase in the amount of remedial education provided by public universities during that time period, but a decrease is expected by FY 1983. Only a small amount of instructional effort by Illinois public colleges and universities is devoted to providing remedial coursework.

Community college students have been most likely to take remedial instruction in the computation area while in public universities students were more likely to enroll in remedial composition courses. However, credit hours taken in the computation area is increasing in public universities. Regularly-admitted students now comprise about 50 percent of the students in public university remedial courses. There is evidence that community college transfer students who take remedial coursework in public universities are, for the most part, students who have not completed any degree or have completed a degree that is not designed for pursuing college-level baccalaureate coursework.

In conclusion, public community colleges and universities are in compliance with Board of Higher Education policies except for (1) the trend in public universities which indicates an increase in the amount of remedial coursework taken by regularly-admitted students, and (2) the inability of public universities to totally phase out remediation. It is likely that the increased need for remediation in higher education and, in particular, the increased need for remediation on the part of regularly-admitted students at the universities is part of the larger issue of the quality of high school preparation and the admission and academic performance requirements of public universities. This issue is being studied by the Joint Education Committee, and a report on the Quality of Illinois Education is forthcoming.

In response to Resolution No. 5;2, the Illinois State Community College Board issued a "Report on Remedial Education" in April, 1983

Highlights

Remedial education at the postsecondary level has received considerable scrutiny during the past five years. This report presents the results of an Illinois Community College Board (ICCB) policy and procedures review and analyzes the findings of two surveys administered by the ICCB in Fall 1982. The first survey, completed by all Illinois public universities, was designed to determine the extent to which students transferring from Illinois community colleges to Illinois universities may need remediation after transfer. The second survey sought to assess the effectiveness of remedial education programs in the Illinois public community colleges. The highlights of the report follow.

The ICCB policy and procedures review resulted in:

-- A revision of ICCB Rules defining and governing remedial education and the adoption of Rules defining and governing the Disadvantaged Student Grant in order to strengthen remedial education programs within the Illinois community colleges.

-- The reclassification to more appropriate instructional and funding categories of community college credit courses that do not conform to the revised definition of "remedial," effective for FY 1984.

The survey of Illinois public universities indicated that:

-- Students who completed associate transfer degrees prior to transferring to the universities do not enroll in remedial coursework, while students who transfer before completing a degree or who complete an associate degree not designed for transfer may need remediation after transfer similar to freshmen entering the universities.

The survey of Illinois community colleges indicated that:

-- The community colleges are providing comprehensive remedial programs consisting of both formal coursework and support services.

-- The community colleges have instituted a variety of methods to identify students in need of basic skill remediation.

-- The community colleges use a variety of methods to evaluate the effectiveness of remedial courses and services.

-- The survey's attempt to obtain comparable outcome data statewide was limited due to the variety of program structures and student monitoring systems among the colleges and to the inadequacy of definitions in the instrument itself.

Although the Illinois community colleges have instituted many changes in the past three years to provide comprehensive remedial

programs within their districts and other changes are expected in the next several years, a more systematic means of validating the outcomes of remediation are needed. The ICCB's revision and adoption of Rules on remedial education, the Disadvantaged Student Grant, and program review and evaluation are important in setting future directions statewide. Additional steps by the ICCB may be needed to enhance the community colleges' abilities to fulfill their crucial role in remediating educational deficiencies of many Illinois citizens.

Governor James R. Thompson's 1986 Higher Education Budget includes among its goals to:

> "Restore more adequate support for student assistance programs that help assure access to and choice among higher education opportunities."

Iowa

Developmental Education is explicitly addressed in the 1984 report from the Iowa Legislature's Excellence in Education Task Force, "First in the Nation in Education," pp. 16,17.

"Recommendations. . .

19. While the subcommittee strongly believes that any institution of higher education which admits a student with a serious deficienty in the basic academic competencies is obligated to provide appropriate remedial programs and

that higher education should be available to 'late bloomers,' i.e., students who did not perform up to their capabilities in elementary and secondary schools, and returning adults whose academic skills need refreshing those students in need of remediation may be better and more efficiently served at the community college level than at the Regents' institutions.

Indeed, because of their open admissions policy, the merged area schools already enroll large numbers of students with academic deficiencies whose needs they must meet without sacrificing academic standards. The Subcommittee recommends that, to maintain educational quality, these institutions establish realistic admissions requirements to specific vocational and college transfer programs and then communicate them clearly to students and staff in secondary schools. Such statements of expectations would do much to dispel the common misapprehension that students in college vocational programs do not need strong academic skills. The Subcommittee further recommends that to maintain the open door - to ensure true equality of opportunity for those who do not yet meet program requirements - the merged area schools offer comprehensive developmental studies programs which include academic assessment, mandatory enrollment in appropriate remedial coursework, an advising system that integrates the developmental student into the educational system, and reinforcement of basic skills in all classes. These developmental programs will require strong commitment from area school administrators and faculty members, cooperation in

articulating standards from the Regents' institutions, and adequate funding from the Legislature. But they are essential if people of Iowa want to promote both equality of opportunity and educational excellence."

Kentucky

Programs and legislation which are planned or already implemented affecting Developmental Programs in Kentucky:

The Professions Education Preparation Program (PEPP):

Students from counties which are under-serviced medically who have an interest in entering health-related professions are recruited for a special program held during the summer between their graduation from high school and their entry into college. Their work is also monitored during the four years of matriculation, and they are given special help to succeed. They are also given tutoring before taking MCAT and DAT tests. In return, they are expected to return to their home counties for at least two years after their graduation from medical or dental school.

Higher Education Desegregation Plan:

Colleges in Kentucky are being required to take a stand on attracting and retaining minority students. Colleges are mandated to provide opportunities not only to get into college but to progress to the diploma stage. Colleges are expected to provide

academic and social aid for minority students to succeed in college. This action is in response to the Federal directives to end segregation in Kentucky institutions of higher education.

Minumum Academic Standards:

High school students in Kentucky will soon be required to meet minimum academic standards to enter universities. A pre-college curriculum has been mandated for the public schools. There is evidence of correlation between students following the pre-college curriculum and retention, success and progress toward graduation when these students reach college.

Funding Formula Request:

Plans are being made for a funding formula to be presented to the Legislature. It will include a request for a $200 allowance for every student who needs developmental help in college.

Value Added Testing:

Under the proposal under consideration, the state will determine how well colleges are doing - that is, how much the student has improved because of being on campus. Kentucky has the lowest level of educational attainment in the nation in studies of adults twenty-five and older. Barely 50 percent of this group has a high school diploma. Strong feelings of empathy have been expressed by the Council on Higher Education for the efforts of Developmental Educators and the difference their work might make in this statistic.

Michigan

December, 1984 report from the Governor's Commission on the Future of Higher Education in Michigan, "Putting Our Minds Together: New Directions for Michigan Higher Education"

Exerpts relevant to developmental education include:

Improving K-12 Education

> "The Commission feels strongly that both two- and four-year public institutions must seize the opportunity to bring large numbers of nontraditional learners, for the first time, into the ranks of the college-educated." (pg. 7)

Adopting Minimum Admissions Standards

> "Recommendation: That all the state's four-year colleges and universities adopt minimum admissions standards that are compatible with the high school graduation requirements recommended by the State Board of Education; and that local boards of education immediately implement these graduation requirements.
>
> ...To the extent that Michigan high school graduates are not equipped with the minimum competencies needed for college success, community colleges should have primary responsibility for remedial coursework."

Defining the Instructional Core

> "Recommendation: that a minimum basic instructional core be adopted for undergraduates at all the State's colleges and universities; and that community college students seeking an associate degree also complete a core of courses. ...The Commission recommends the following as essential minimum outcomes of mandatory instructional core requirements at all of Michigan's public colleges, community colleges and universities:
>
> - Fluency in use of the English language, including reading, writing, speaking, and listening, as well as comprehension of a foreign language.
> - Understanding of the history of civilization with an emphasis on the western world.
> - Knowledge of man, the biological world, the physical sciences and scientific reasoning.
> - Awareness of the nature of a free society, with an emphasis on ethics and the responsibilities of citizenship.
> - Exposure to the arts and humanities.
> - Facility in mathematics and computer literacy.
> - Skill in critical thinking and problem solving."

Minnesota

The Minnesota Higher Education Coordinating Board (HECB) convened a Task Force on Remedial and Skills Development Instruction in Postsecondary Education (1983).

Recommendations of Task Force:

A. Local school districts, in cooperation with the State Board of Education and the Department of Education:

Establish standards for high school graduation based on the mastery of skills and knowledge that would result in improved preparation for all students and particularly for those expected to enter postsecondary institutions.

Develop and implement assessment procedures throughout elementary and secondary education to identify those students who need additional instruction to meet the standards required for high school graduation.

Provide skills development opportunities throughout elementary and secondary education for those students identified in need of additional assistance to meet the standards.

Communicate to Minnesota secondary schools, students and parents guidelines used by postsecondary systems and institutions for defining which courses

are college-level and applicable toward undergraduate degree credit and which courses are considered remedial instruction.

B. The Coordinating Board:

During 1984, initiate and conduct a dialog with the postsecondary education systems and the leaders of the state government on the impact of their educational missions on admissions standards and on the need to provide remedial education. As missions are altered in the future, the systems and coordinating board should keep in mind the impact of remedial education.

Convene a task force composed of secondary and postsecondary faculty, academic officers and assessment specialists to develop guidelines for college-level instructional outcomes in reading, writing, and mathematics that should warrant undergraduate degree credit. The task force should report to postsecondary governing boards and the Coordinating Board no later than May, 1985.

Help communicate the guidelines developed by the task force to Minnesota secondary schools and students.

Provide recommendations on improving the quality of teacher education by conducting the teacher education study mandated by the 1984 Legislature and transmitting its report and proposals to the education committees of the Legislature by January 1, 1985.

C. Postsecondary Education Systems and Institutions:

Provide assessment procedures and remedial instruction for students they admit whose education record does not demonstrate the achievement needed to perform adequately in regular academic or vocational programs.

Implement within their credit policies by the 1986-87 school year the guidelines for college level instructional outcomes developed by the task force proposed above and communicate them to Minnesota secondary schools and students.

Contribute their resources and capabilities to the ongoing effort to enhance the quality and improve the outcomes of elementary and secondary education.

D. The Governor and Legislature:

Finance remedial instruction and support services in public postsecondary education institutions through regular state funding formulas and ensure that students enrolled in remedial instruction be eligible for state financial aid on the same basis of need and workload as other students.

Continue their efforts to support the development of appropriate graduation standards and skill development opportunities at the elementary-secondary level.

Encourage postsecondary systems and institutions to clarify their expectations for elementary-secondary achievement that are necessary to meet standards for basic and special programs.

The 1983 Minnesota Legislature requested that the University of Minnesota, the State University System, and the Community College System review and recommend changes in their admissions policy. The Community College System maintained open admissions and adopted a policy of selective retention.

The Minnesota Community College System adopted a Mission Statement on January 4, 1984 which addressed developmental education:

"In carrying out its mission, the Minnesota Community College System provides:

5) Developmental Education (a) recognizing the need for some individuals to improve their basic learning skills in order to make satisfactory progress toward their educational objectives; and (b) supporting those individuals who, though lacking college preparatory backgrounds, have the potential to succeed with college-level academic work."

In response to the charge to provide assessment procedures listed in the Higher Education Coordinating Board Report on Remedial Skills Development and Instruction, the Community College System convened a meeting of faculty and administrators from all community college campuses in November, 1984. Each

campus received a special allocation from the System to set up and administer an assessment program in reading, writing and mathematics.

In March, 1985, the Higher Education Coordinating Board established a Task Force in Definition of College-Level Skills:

Charge

To specify the knowledge, skills and understandings in reading, writing and mathematics that should become the base levels of competency to be recognized with degree credit from Minnesota postsecondary institutions.

To clarify relationships between the educational achievement expected for all high school graduates and the achievement necessary to succeed in regular credit-bearing programs in colleges and vocational schools.

To develop criteria for evaluating the reading, writing and mathematics skills of entering postsecondary students so that institutions can identify those who will need special assistance to complete degree and certificate programs.

To suggest evaluation questions and methods to evaluate the effects of its recommendations

To transmit its final report with recommendations to the Higher Education Coordinating Board, the state postsecondary institutions and systems, and the Commissioner and State Board of Education.

On April 11, 1985, the Minnesota Community College Board, after exchange of views with the Faculty Association, adopted a policy on remedial instruction:

Board Policy

Remedial instruction in academic skills, resulting in achievement at high school norms, shall be provided in community colleges at normal tuition and shall count toward financial aid eligibility.

Remedial "levels" shall be defined as instruction needed because the student is functioning below the achievement norms for high school students completing the commonly taken courses.

Community colleges shall assess the needs of students who enroll for twelve or more quarter credits for the first time, who show some evidence that they may need remediation. Assessment of other students shall be made as additional resources may be available.

Remedial courses shall be identified by the course numbering system, shall not count toward the first 90 quarter credits of an associate degree, nor be presented as applicable to higher degrees.

Community colleges may offer "adult

basic" education (elementary school norms) provided that cooperative arrangements are made with surrounding school districts which are funded by the state for this purpose. "Adult basic" instruction provided directly by the college shall be funded outside of the appropriation based on FYE enrollment. Such instruction shall not count toward the college's enrollment.

ADOPTED by Board for Community Colleges, April 11, 1985.

New Jersey

The long-range goal of the State Board of Higher Education (1984) is to significantly reduce the quantity and size of remedial programs at the college level.

Resolutions:

To raise high school graduation requirements to 11th grade proficiency.

To reaffirm policies on open admissions to county colleges, EOP programs, and "special admission" at four-year institutions.

To continue remedial programs at above institutions.

To define remedial and developmental courses as those that consist largely of topics taught at the high school level.

To eliminate the award of college credit for remedial and developmental courses.

To designate courses as remedial and developmental in catalogues, descriptions and transcripts.

To continue special funding to remedial and developmental programs as long as necessary.

To withhold the baccalaureate without demonstrated proficiency in writing and mathematics through intermediate algebra.

Pennsylvania

The Legislature provides ACT 101, the Higher Education Opportunity Act.

Definition: "Provides financial assistance to postsecondary institutions in serving disadvantaged students. Tutorial and counseling systems will be emphasized improving students with the skills needed to succeed in an academic environment. Act 101 funds are to be utilized to supplement or enhance existing funding for activities/programs designed specifically for the disadvantaged student.

Proposals under consideration by the Legislature include:

Proficiency testing in public schools (elementary and secondary), and funding for remedial programs to upgrade high school graduation standards

Financial support for part-time students.

Proposed transfer credit within the State higher education system.

Propose prohibition of written standardized tests for admission of dyslexic applicants.

Virginia

In their recommendations on developmental education the Virginia State Council for Higher Education first clarifies the difference between remedial and developmental education for funding purposes. Adopting the differentiation used by K. Patricia Cross, remedial and developmental services are distinguished separately:

Remedial: Coursework offered at colleges and universities, but having the content and level of work required for high school students.

Developmental: Advising, counseling and other support services designed to increase the likelihood that students will succeed in college.

Recommendations

Mandatory testing for students who cannot otherwise produce evidence of fundamental competencies.

Design additional assessment procedures to predict success in college to be sensitive to minority and disadvantaged students.

Mandatory placement.

No college credit awarded for remedial work.

Exit competencies should be established for remedial coursework based on entry competencies of mainstream disciplines.

Evaluate remedial programs by tracing individual student progress.

Provide for unified administration of programs.

Select appropriate faculty, and provide for further training.

Set time limits to remedial enrollment.

Exclude funding for students who hold BA or AA degrees or have accumulated 60 semester hours or 90 quarter hours of college credit.

Establish a common basic skills floor below which colleges will not attempt remediation. Articulate with Adult Basic Education programs.

Upgrade admissions standards.

Washington

The Washington State Temporary Committee on Educational Policies, Structure and Management published a report in January, 1985, "The Paramount Duty" making

recommendations to the Legislature revamping the state's educational system. Recommendations which directly effect developmental education include:

9. High School Achievement Test, Diagnostic Testing, and Basic Skill Testing of Community College and Vocational Technical Institute students

    3. Full-time students entering community colleges and vocational technical institute preparatory programs should be tested prior to program entry to ensure they have the academic skill levels necessary for program completion and employment success. Early identification of deficiencies and referral to remedial services should be a priority.

29. Remedial Assistance Program, Community College and Vocational Technical Institute Remedial Programs

    2. Basic remedial and developmental education programs should remain in the community colleges and vocational technical institutes as a necessary part of the essential purposes of these institutions. Basic remedial courses and programs in four-year institutions (other than those associated with Equal Opportunity Programs) should be limited in number, directly associated with preparation for advanced learning, non-credit bearing, and supported entirely by the tuition and fees from enrollments in these courses.

30. Adult Basic Education Program, Literacy Advisory Coalition, Literacy Assessments, and Federal Funding

    4. The State Board for Community College Education should be designated as the sole state agency for Federal Adult Basic Education funds. The Board should assume responsibility for conducting the functions associated with these responsibilities, and the personnel necessary to conduct the Adult Basic Education administrative functions should be transferred from the state superintendent's office to the State Board for Community College Instruction.

Each of the above recommendations carry "high priority" designations. In addition, this report contains extensive recommendations regarding administrative organization, financial aid, recruitment of minority students and articulation with high schools which indirectly effect developmental education

The State Board for Community College Education rank basic skills and assessment as the second and third highest priorities in the 1985-75 budget requesting $16 million to meet these needs.

Action packages within the State Board for

budget considerations include:

Changing the student/faculty ratio in developmental education from 1:35 to 1:20. This would provide $7.2 million more for developmental students in the State Community College System.

Authorization of a staff position in the State Board Office for a developmental education coordinator.

The National Center For Developmental Education
At Appalachian State University

Is Pleased To Recognize
The Outstanding Contributions Of

H&H PUBLISHING COMPANY

To The Field Of Developmental Education
And To Acknowledge
Its Financial Support In The
Publication Of

The National Directory Of Exemplary Programs
In Developmental Education

NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION

GENERAL INFORMATION

The Center

The mission of the Center is to provide resources for educators who work with academically underprepared adults in college and university settings. The Center seeks to improve the quality of practice in the field of developmental education through specified services, instruction and training activities, publications, and research. The Center, widely recognized as the field's most comprehensive source of training and information, offers the following resources: services, instruction and training, publications, and research.

Services

Resources

Materials and Personnel -- The Center maintains an expanding collection of periodicals, research and technical reports, unpublished manuscripts, program descriptions and instructional aids of interest to the developmental educator. In addition, the Center has established, in conjunction with the Belk Library of Appalachian State University, a collection of professional books and other references in the field of developmental education.

The Center also operates a growing network of resource persons. This computerized network links experienced resource persons familiar with various aspects of developmental education with persons who have questions about the field. Access to this resource network is obtained by calling the Center and describing the specific area of interest. A Center staff member will make referral to one or more individuals who can supply specific information regarding that area of interest.

Consultation and Technical Assistance -- Through its residential and adjunct staff, the Center provides a small group of highly skilled consultants who are available to work with colleges and universities in all areas of developmental education. The Center has provided consultation and Title III services to colleges and universities throughout the eastern United States. For specific information regarding consultation and technical assistance, call or write the Center.

Workshops, Conferences and Symposia -- The Center, through periodic workshops, conferences, and symposia, contributes to the professional growth options available to personnel working with academically underprepared adults. The focus of Center-sponsored activities is on research, materials, techniques and practices that have proven effective in the field. Information about these activities may be obtained by writing and requesting placement on the Center's mailing list.

Instruction and Training

Kellogg Institute -- The nationally recognized Kellogg Institute provides an intensive summer training program followed by a semester-long practicum carried out on participants' home campuses. The Institute's summer session features four week-long workshops on the topics of instructional innovation, counseling and intervention, program evaluation, and program management. The workshops are led by carefully selected practitioners and theoreticians from across the country who live in residence with Institute participants. During the summer session, participants design a program development project in consultation with Institute staff and advisors from the ASU Department of Leadership and Higher Education. The project is then implemented during the fall or winter semester under the field supervision of ASU faculty.

Graduate credit is available through the Institute and all credits received are applicable to the Appalachian State University graduate programs in developmental education. Those who successfully complete the summer training session and the semester-long practicum - regardless of whether or not they elect to receive graduate credit - are certified as "Developmental Education Specialists."

Initially funded by the W. K. Kellogg Foundation, the Institute was supported for two years by a grant from the Fund for the Improvement of

Postsecondary Education (FIPSE). The Institute is now funded entirely through receipts and institutional support from Appalachian State University.

Graduate Programs in Developmental Education -- Appalachian State University was the first institution in the United States to offer graduate level training in developmental education. Both the Masters and the Educational Specialist degrees are available through the Department of Leadership and Higher Education. Qualified members of the Center staff hold graduate faculty appointments in Higher Education where they teach and advise students pursuing a degree in developmental education. The Center enhances graduate course offerings by providing opportunities for students to participate in Center-sponsored workshops, conferences, research, and publications.

Internships in Developmental Education -- Because the Center is engaged in a wide variety of activities at the local, regional, and national levels, it is well suited as an internship station for graduate students and others interested in short-term intensive training experiences in some aspect of developmental education. Internships are individually designed to provide experience in the area(s) most desired. One may register for credit through the Department of Leadership and Higher Education. ASU graduate students as well as practitioners from across the United States have interned at the Center. Inquiries are invited.

Publications

Journal -- The Journal of Developmental Education is recognized as the definitive source of information serving educators concerned with the field. Guided by a nationwide Board of Editors, the Journal publishes articles which focus on basic skills education but also treats adjacent field of knowledge.

Practice, theory, research, and news of interest to the postsecondary developmental and remedial education community are included in the Journal. Challenge and information characterize the Journal; to read it, request a subscription. To write for the Journal, request a copy of the "Authors' Guidelines." To evaluate it, request a complimentary copy. The Journal is published three times during the academic year.

Newsletter -- Research in Developmental Education (RIDE) is designed to review current research in areas relating to the practice of developmental education. Increasing interest and activity in the field has prompted this highly informative newsletter. Each issue includes a review of relevant research, a summary of research findings, and a list of suggested resources for learning about the topic under consideration. The subscription rate is $9.50 per year. RIDE is published five times per year (September, November, January, March and May).

Research

Research Activities -- The Center and its staff have conducted or coordinated a variety of research projects, both sponsored and individual. The Center assisted the Council for the Advancement of Experiential Learning (CAEL) in conducting a national survey of the state of the art in developmental education; coordinated the National Association for Developmental Education (NADE) study on the effectiveness of developmental programs; and is coordinating a Delphi study on future directions in college learning assistance for Commission XVI of the American College Personnel Association (ACPA). The Center, its staff, and its resources are available to do contract research or to assist in research projects. The Center's collection of materials, reports, and descriptions of developmental programs are also available to researchers pursuing topics in the field of developmental education.

The Telementoring Project

The Center for Developmental Education of Appalachian State University has recently received a grant from the Fund for the Improvement of Post-secondary Education to deliver long-distance training to developmental educators. This training will be delivered through a variety of telecommunications techniques such as telephone conferencing, computer

networking, video tapes and slow scan teleconferencing.

During the 1985-86 academic year, the Center will be working with 8 to 10 developmental programs across the country as a pilot project. During the first stage of the project, Center staff will visit participating programs to conduct an assessment of training needs and orient program staff to the project. During the second stage of the project, programs will participate in a resource-sharing computer network, receive print materials and video tapes on training topics, and engage in two-way communication with Center staff to discuss training topics.

While training topics will depend, to some degree, on the needs of participating programs it is anticipated that training will be carried out in learning styles assessment, reality therapy techniques, and individualized instruction during the first year. Other training topics may include academic intervention, program evaluation, and academic advising.

The "Telementoring" Project represents one of the first attempts to conduct faculty and staff development in postsecondary education using long-distance technology. It is also the only project of its kind serving developmental educators.

The project is funded for three years. Following the pilot stage, additional participants will be added for 1986-87 and 1987-88. Ultimately the project will produce a variety of training materials for use by developmental educators and establish a training consortium of developmental programs interested in staff and faculty development activities.

INFORMATION/ORDER FORM

Please send information or orders regarding:

_____ KELLOGG INSTITUTE
_____ JOURNAL SUBSCRIPTION*
Personal subscription $11.00_____
Institutional subscription $15.00_____
_____ Complimentary Copy
_____ JOURNAL AUTHORS' GUIDELINES
_____ RIDE SUBSCRIPTION $9.50*_____
_____ ANNOTATED BIBLIOGRAPHY:*
_____ Adult Education - Alternative Programs in Adult Education $2.00 ea.
_____ Evaluation - Higher Education - Community and Junior Colleges $2.00.
_____ Counseling and Psychology $2.00.
_____ English and Communications $2.00.
_____ Mathematics and Social Studies $2.00.
_____ Complete set of five listed above $8.00 per set.
ASU GRADUATE PROGRAMS IN DEVELOPMENTAL EDUCATION
_____ MASTERS _____ EDUCATIONAL SPECIALIST
_____ CONSULTANT NETWORK. I would like to be included in the Center's Consultant Network.
_____ PLEASE PLACE ME ON YOUR MAILING LIST

NAME_____ TITLE_____

INSTITUTION_____ DISCIPLINE(S)_____

ADDRESS_____

*All orders must be accompanied by check or purchase order.

Mail check or purchase order with this form to:

Elaini Bingham
National Center for Developmental Education
Appalachian State University
Boone, North Carolina 28608

ERIC Clearinghouse for Junior Colleges
MAR 20 1987